

Exhibit 38

IN RE: :
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FAIRFAX COUNTY SCHOOL BOARD :
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AUDIO TRANSCRIPTION OF
ELECTRONIC RECORDING OF VIRTUAL REGULAR MEETING
DECEMBER 17, 2020

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AUDIO FILE DOWNLOAD LINK:

https://www.youtube.com/watch?v=1EjeA3EUzoY	00:00:00
https://spaces.hightail.com/receive/1SN9QStDBL	00:00:04

AUDIO FILE TITLED:

FCPS School Board Meeting 12-17-2020.mp4	00:00:10
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TRANSCRIPTIONIST: Mary C. Dopico, CSR, RPR, CRR	00:00:28
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1 (Audio file titled:
2 FCPS School Board Meeting 12-17-2020.mp4.)
3
4 CHAIRWOMAN ANDERSON: Ms. McLaughlin? 00:00:41
5 MS. McLAUGHLIN: I'm here. 00:00:57
6 CHAIRWOMAN ANDERSON: Thank you. 00:01:36
7 Ms. Meren? 00:02:23
8 MS. MEREN: Good evening. Yes, ma'am. 00:02:32
9 CHAIRWOMAN ANDERSON: Good evening. 00:03:23
10 Ms. Sizemore Heizer. 00:03:24
11 MS. SIZEMORE HEIZER: I'm here. 00:03:29
12 CHAIRWOMAN ANDERSON: Thank you, ma'am. 00:03:31
13 Ms. Tholen? 00:03:33
14 (No response.)
15 Not yet. 00:03:40
16 Ms. Derenak Kaufax? 00:03:42
17 MS. DERENAK KAUFAX: Good evening. 00:03:44
18 CHAIRWOMAN ANDERSON: Ms. Corbett Sanders? 00:03:46
19 MS. CORBETT SANDERS: I'm here. 00:03:53
20 CHAIRWOMAN ANDERSON: Thank you. 00:03:56
21 Ms. Keys Gamarra? 00:03:57
22 MS. KEYS-GAMARRA: I'm here. 00:03:59
23 CHAIRWOMAN ANDERSON: Ms. Pekarsky? 00:04:04
24 (No response.)
25 Ms. Omeish? 00:04:08

1	MS. OMEISH: Here.	00:04:11
2	CHAIRWOMAN ANDERSON: Ms. Cohen?	00:04:13
3	MS. COHEN: Here.	00:04:17
4	CHAIRWOMAN ANDERSON: Mr. Frisch?	00:04:18
5	MR. FRISCH: Here.	00:04:23
6	CHAIRWOMAN ANDERSON: Ms. Tholen?	00:04:25
7	(No response.)	
8	CHAIRWOMAN ANDERSON: I don't see her here.	00:04:31
9	And Ms. Pekarsky?	00:04:32
10	MS. PEKARSKY: I am here, thank you.	00:04:35
11	CHAIRWOMAN ANDERSON: Ms. Tholen, last call?	00:04:37
12	(No response.)	
13	Okay. And Mr. Onibudo?	00:04:43
14	MR. ONIBUDO: I'm here.	00:04:49
15	CHAIRWOMAN ANDERSON: Good evening.	00:04:50
16	Ms. Mulberg, maybe if we just reach	00:04:51
17	out to Ms. Tholen.	00:04:54
18	MS. MUHLBERG: Okay.	00:04:56
19	CHAIRWOMAN ANDERSON: Thank you so much.	00:04:56
20	This the December 17th, 2020,	00:04:59
21	regular meeting of the Fairfax County	00:05:03
22	School Board will now come to order. I	00:05:05
23	have already taken roll.	00:05:08
24	Please rise as our student	00:05:09
25	representative, Nathan Onibudo, leads us	00:05:11

Page 4

1	in reciting the Pledge of Allegiance,	00:05:14
2	followed by a moment of silence.	00:05:16
3	Mr. Onibudo.	00:05:22
4	MR. ONIBUDO: I pledge allegiance to the flag	00:05:22
5	of the United States of America, and to	00:05:28
6	the Republic for which it stands, one	00:05:30
7	Nation, under God, indivisible, with	00:05:32
8	liberty and justice for all.	00:05:33
9	Thank you.	00:05:39
10	CHAIRWOMAN ANDERSON: Now we will take a	00:05:43
11	moment of silence.	00:05:44
12	(Moment of silence.)	
13	Thank you all.	00:06:22
14	Studio, I just want to be sure that	00:06:24
15	we do not have any sound issues. The live	00:06:26
16	stream, I was just informed that there may	00:06:29
17	be some concerns with sound on the live	00:06:31
18	stream.	00:06:35
19	So, studio, please confirm.	00:06:35
20	(No response.)	
21	CHAIRWOMAN ANDERSON: Ms. Mulberg, do we have	00:06:44
22	studio with us?	00:06:46
23	MS. MUHLBERG: Yes, we do.	00:06:48
24	CHAIRWOMAN ANDERSON: Can we confirm that	00:06:50
25	there's sound on the live stream?	00:06:51

1	MS. MUHLBERG: I will do that offline. Thank	00:06:53
2	you.	00:06:55
3	CHAIRWOMAN ANDERSON: Thank you so much.	00:06:55
4	Ms. Tholen, I see that you are with	00:06:58
5	us. Please check your microphone.	00:07:00
6	MS. COHEN: Sorry. I'm here. I'm having	00:07:06
7	connection issues.	00:07:07
8	CHAIRWOMAN ANDERSON: No. I thought it was	00:07:09
9	Ms. Tholen who just came in. Not	00:07:10
10	Ms. Cohen, because I had you already	00:07:12
11	listed. She may --	00:07:15
12	Ms. Tholen?	00:07:17
13	MS. THOLEN: I'm here.	00:07:21
14	CHAIRWOMAN ANDERSON: Thank you so much.	00:07:23
15	At this point we'll move to item	00:07:25
16	2.02, certification of closed meeting	00:07:28
17	compliance.	00:07:30
18	In order to comply with Section	00:07:31
19	2.2-3712(D) of the Code of Virginia it is	00:07:35
20	necessary for the board to certify that	00:07:37
21	since the Fairfax County School Board	00:07:39
22	convene a closed meeting on December 17,	00:07:41
23	2020, and to the best of each member's	00:07:43
24	knowledge only public business matters	00:07:46
25	lawfully exempted from open meeting	00:07:49

1 requirements and only such public business 00:07:51
2 matters as were identified in the motion 00:07:53
3 convening the closed meeting were heard, 00:07:56
4 discussed or considered by the board 00:07:58
5 during the closed meeting. 00:08:00
6 Thank you, Ms. Omeish, for moving; 00:08:01
7 and I see a second by Ms. Derenak Kaufax. 00:08:03
8 All in favor? 00:08:08
9 Ms. Omeish, Ms. Derenak Kaufax, 00:08:10
10 Mr. Frisch, Ms. Meren, Ms. Pekarsky, 00:08:12
11 Ms. Cohen, Ms. Keys-Gamarra, Ms. Sizemore 00:08:15
12 Heizer, Ms. McLaughlin, Ms. Corbett 00:08:18
13 Sanders, and myself and that is 11. Thank 00:08:20
14 you. 00:08:27
15 All opposed? 00:08:28
16 Seeing none, any abstentions? 00:08:38
17 Ms. Tholen, I'm so sorry, I did not 00:08:42
18 record a vote for you. 00:08:44
19 Is she having connection issues? 00:08:51
20 Thank you, Ms. Tholen. In favor. I 00:08:54
21 appreciate that. 00:08:56
22 Okay. Thank you so much. 00:08:58
23 At this time I will call on 00:08:59
24 Mr. Onibudo for an announcement. 00:09:01
25 Mr. Onibudo? 00:09:03

1	MR. ONIBUDO: Thank you, Dr. Anderson.	00:09:08
2	National Mentoring Month, January 2021.	00:09:12
3	National Mentoring Month highlights	00:09:15
4	mentoring and the positive impact it can	00:09:16
5	have on young lives. This month-long	00:09:18
6	outreach campaign focuses national	00:09:21
7	attention on the need for mentors as well	00:09:22
8	as how each of us individuals,	00:09:25
9	businesses, government agencies, schools,	00:09:27
10	faith communities and non-profits can	00:09:29
11	work together to increase the number of	00:09:32
12	mentors and ensure brighter futures for	00:09:33
13	our young people. Positive relationships	00:09:36
14	between mentors and their mentees have	00:09:39
15	been shown to encourage young people to	00:09:41
16	stay in school, achieve personal growth,	00:09:42
17	believe in themselves and live up to	00:09:45
18	their potential.	00:09:47
19	We have a tremendous need for	00:09:48
20	mentors at all levels of FCPS. If you	00:09:49
21	would like to learn more about how you can	00:09:53
22	mentor a student, please visit FCPS.EDU	00:09:54
23	and search "be a mentor." Make a	00:09:58
24	difference in a child's life today.	00:10:00
25	Thank you.	00:10:02

1 CHAIRWOMAN ANDERSON: Thank you, Mr. Onibudo. 00:10:05
2 The next order of business is 00:10:07
3 citizen participation. Speakers are 00:10:08
4 requested to limit remarks to not more 00:10:10
5 than three minutes. 00:10:13
6 The school board will not hear 00:10:14
7 statements involving issues that have been 00:10:15
8 scheduled for public hearings, such as 00:10:18
9 capital improvement program, budget and 00:10:20
10 boundaries. Speakers should only address 00:10:22
11 new business, action items or resolutions 00:10:25
12 as listed on the meeting agenda. 00:10:27
13 Complaints regarding individual 00:10:30
14 students or school-based employees should 00:10:31
15 be directed to the appropriate school 00:10:33
16 principal or other school official. 00:10:35
17 Speakers should refrain from using 00:10:38
18 personally identifiable information in 00:10:40
19 connection with an individual student and 00:10:42
20 are expected to deliver their comments 00:10:44
21 with the decorum and respect appropriate 00:10:46
22 to the conduct of the public indi- -- 00:10:49
23 appropriate to the conduct of the public's 00:10:51
24 business. 00:10:54
25 In-person speakers should -- Well, 00:10:54

1 we have no in-person speakers for this 00:10:56
2 afternoon. 00:10:59
3 Tonight, ten citizens have signed up 00:10:59
4 to address the board and we will also have 00:11:01
5 three video testimonies. Our clerk, 00:11:03
6 Ms. Mulberg, will call the speakers. 00:11:06
7 Ms. Mulberg. 00:11:08
8 MS. MUHLBERG: Our first speaker is Kimberly 00:11:10
9 Adams. 00:11:17
10 MS. ADAMS: Good evening. Can you hear me? 00:11:19
11 MS. MUHLBERG: Yes, we can. Go ahead, please. 00:11:22
12 MS. ADAMS: My name is Kimberly Adams, and I'm 00:11:24
13 speaking as the president of the Fairfax 00:11:26
14 Education Association, a union 00:11:27
15 representing all classifications of 00:11:30
16 employees in FCPS. 00:11:32
17 Tonight, this board has many action 00:11:33
18 items on the agenda; and we appreciate 00:11:35
19 that the work does not stop as we continue 00:11:38
20 to move throughout this pandemic. 00:11:40
21 Our union remains committed to 00:11:42
22 working with you through so many of these 00:11:43
23 deeper issues within our system. 00:11:45
24 As the superintendent says, we may 00:11:48
25 not always agree. There are certainly 00:11:50

1	details, approaches and strategies	00:11:52
2	utilized during this pandemic which we	00:11:54
3	have had our disagreements with, but we	00:11:56
4	are all working together to maintain	00:11:58
5	safety and articulate our concerns.	00:11:59
6	We appreciate that the	00:12:02
7	superintendent and his leadership team	00:12:03
8	have been more responsive to daily	00:12:05
9	inquiries, information-sharing, and	00:12:07
10	two-way communication in recent weeks.	00:12:09
11	We will continue to partner in good	00:12:11
12	faith with the superintendent whenever we	00:12:13
13	can to find common ground as his contract	00:12:14
14	is extended through the next school year.	00:12:17
15	The FEA continues to impress on this	00:12:19
16	board that we must move forward with	00:12:21
17	safety and prudence as the vaccination is	00:12:23
18	just on the horizon. Our union knows that	00:12:26
19	our students' best learning and our	00:12:29
20	staff's best work happens in person; but	00:12:31
21	it is truly not safe yet.	00:12:34
22	The data trends indicated on the	00:12:36
23	pandemic dashboard for schools show that	00:12:38
24	we have continued to exceed the metrics by	00:12:40
25	far for most groups to be in person. We	00:12:43

1 still believe the groups 1 and 2 should 00:12:46
2 not return until metric thresholds are 00:12:48
3 delineated for both groups. 00:12:50

4 While we appreciate that they will 00:12:52
5 be virtual for the first week after the 00:12:54
6 break, it is critical that those staff 00:12:55
7 will be offered the vaccination before 00:12:58
8 being forced to return. 00:13:00

9 The FEA believes that we should 00:13:02
10 pause the return-to-school's timeline 00:13:04
11 until all staff are offered the 00:13:05
12 vaccination. This will ensure that we do 00:13:07
13 not overload our system and increase the 00:13:09
14 viral spread in our community. We should 00:13:12
15 wait just a few more months -- and we know 00:13:14
16 it will be months, not years -- but as 00:13:16
17 long as it takes to protect everyone. 00:13:19
18 This is the only prudent course of action. 00:13:21

19 After the vaccine is more widely 00:13:24
20 available and the community is protected, 00:13:25
21 we expect that our COVID infection rates 00:13:27
22 will drop. It is at that point that the 00:13:29
23 community spread will be slowed and 00:13:31
24 eventually eliminated and thus protecting 00:13:33
25 our schools. 00:13:35

1 The FEA will stand with this board, 00:13:36
2 this administration, as we encourage 00:13:38
3 everyone to learn about the vaccine, take 00:13:40
4 time to educate yourself and get 00:13:43
5 vaccinated when it is available to you. 00:13:45
6 Thank you for your time. 00:13:47
7 CHAIRWOMAN ANDERSON: That you think very 00:13:50
8 much, Ms. Adams. 00:13:51
9 Ms. Mulberg, I am going to interrupt 00:13:52
10 here for a second because we're still 00:13:54
11 getting reports that our community is not 00:13:56
12 able to hear the goings-on of the meeting 00:13:59
13 at this point; and so I would like to take 00:14:02
14 a five-minute pause for us to collect -- 00:14:05
15 for us to connect with IT to ensure that 00:14:08
16 the public is able to engage in this 00:14:11
17 meeting, since many are following on a 00:14:13
18 live stream. 00:14:16
19 So we will take a five-minute pause, 00:14:18
20 everyone, so we can remedy this situation. 00:14:19
21 Thank you. 00:16:39
22 (Five-minute break.)
23 MR. SMITH: Test. Test. Can anyone hear me? 00:17:27
24 FEMALE VOICE: Yeah. We can hear you, Marty. 00:17:30
25 CHAIRWOMAN ANDERSON: Yes, Mr. Smith. 00:17:32

1	MALE VOICE: I can hear you, Marty.	00:17:33
2	CHAIRWOMAN ANDERSON: We're taking a recess,	00:17:35
3	since the public is not able to hear on	00:17:36
4	the live stream. There seems to be a	00:17:39
5	sound issue, so we're taking a -- a pause	00:17:40
6	until we can get that remedied.	00:17:43
7	MR. SMITH: We're checking on that. I'm	00:17:45
8	working with Mr. Sethi.	00:17:47
9	CHAIRWOMAN ANDERSON: Oh, thank you. I didn't	00:17:50
10	realize that. I'm off.	00:17:51
11	MR. SMITH: Okay. I have heard from a member	00:18:18
12	of the community that the live stream may	00:18:19
13	be working now; but we are checking on	00:18:22
14	that to make sure.	00:18:25
15	So I know that the crew is	00:19:07
16	troubleshooting and I am also getting	00:19:33
17	reports from many folks in the community	00:19:35
18	that the sound and the transmission seems	00:19:38
19	to be working now.	00:19:41
20	CHAIRWOMAN ANDERSON: Okay. Thank you very	00:19:43
21	much, Mr. Smith. So at this point we	00:19:44
22	will proceed with our second speaker.	00:19:46
23	MS. CORBETT SANDERS: Dr. Anderson --	00:19:48
24	CHAIRWOMAN ANDERSON: Ms. Mulberg --	00:19:49
25	MS. CORBETT SANDERS: Dr. Anderson?	00:19:50

1	CHAIRWOMAN ANDERSON: Yes, Ms. Corbett	00:19:51
2	Sanders?	00:19:53
3	MS. CORBETT SANDERS: I just received a text	00:19:53
4	message from my husband saying they had	00:19:55
5	no sound on the live stream.	00:19:57
6	CHAIRWOMAN ANDERSON: And that's what I was	00:20:02
7	receiving before we recessed; but I	00:20:03
8	believe Mr. Smith said there are some	00:20:07
9	parts that are getting sound.	00:20:10
10	Mr. Smith?	00:20:13
11	MR. SMITH: So we are -- we are checking, and	00:20:14
12	I'm getting text messages from across the	00:20:15
13	system that are saying that -- that the	00:20:18
14	TV is now working.	00:20:21
15	So, again, we are checking -- the	00:20:22
16	crews are checking internally on the	00:20:25
17	issues.	00:20:29
18	CHAIRWOMAN ANDERSON: Are we free to proceed?	00:20:30
19	Do we have enough -- Do we have the	00:20:31
20	public having access to the live stream?	00:20:33
21	That's my question.	00:20:35
22	MS. CORBETT SANDERS: My husband doesn't have	00:20:38
23	the sound on the live stream. That's	00:20:39
24	what I'm letting you know. It's not on	00:20:41
25	television.	00:20:43

1 CHAIRWOMAN ANDERSON: So we don't have that on 00:20:44
2 the live stream, Mr. Smith. If we can 00:20:46
3 troubleshoot that, we'll recess for 00:20:47
4 another few minutes -- 00:20:49
5 MR. SMITH: We -- 00:20:51
6 CHAIRWOMAN ANDERSON: -- so that that can -- 00:20:51
7 MR. SMITH: There may be some issues with our 00:20:53
8 providers. 00:20:57
9 CHAIRWOMAN ANDERSON: Okay. How about we take 00:20:58
10 another few minutes for you to follow up 00:21:00
11 on that? 00:21:51
12 (Break.)
13 CHAIRWOMAN ANDERSON: Ms. Adams, just to 00:22:14
14 respond to your question, we will have 00:22:16
15 you provide your speech again once we 00:22:18
16 have all of our systems working and 00:22:21
17 operational. Thank you. 00:22:24
18 (Break.)
19 CHAIRWOMAN ANDERSON: Okay. Getting some 00:23:29
20 feedback that there is now sound. 00:23:31
21 Ms. Corbett Sanders, would you mind 00:23:33
22 doing a quick check again at your home? 00:23:35
23 MS. CORBETT SANDERS: Let me run downstairs to 00:23:38
24 where my husband is and check. Hold on. 00:23:39
25 CHAIRWOMAN ANDERSON: And we will start again 00:23:50

1 with speaker one. So, Ms. Adams, you 00:23:51
2 will be back up again. 00:23:54
3 (Pause.)
4 MALE VOICE: It -- It's working at our house, 00:24:33
5 Chairman Anderson. I just did a check 00:24:35
6 here with my -- with my spouse. 00:24:37
7 MALE VOICE 2: And live streaming is working 00:24:40
8 from my home as well. 00:24:42
9 CHAIRWOMAN ANDERSON: Okay. Thank you so very 00:24:44
10 much. 00:24:46
11 Ms. Mulberg, let's go ahead and call 00:24:46
12 the first speaker, so she can be -- 00:24:49
13 MS. MUHLBERG: Our first speaker -- Our first 00:24:51
14 speaker is Kimberly Adams. 00:24:53
15 MS. ADAMS: Good evening again. My name is 00:24:57
16 Kimberly Adams and I'm speaking as the 00:24:59
17 president of the Fairfax Education 00:25:00
18 Association, a union representing all 00:25:02
19 classifications of employees in FCPS. 00:25:04
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22 the work does not stop as we continue to 00:25:11
23 move through this pandemic. 00:25:13
24 Our union remains committed to 00:25:15
25 working with you through so many of the 00:25:16

1 deeper issues within our system. 00:25:18

2 As the superintendent says, we may 00:25:21

3 not always agree. There are certainly 00:25:22

4 details, approaches and strategies 00:25:25

5 utilized during this pandemic that we have 00:25:26

6 had our disagreements with; but we are all 00:25:28

7 working together to maintain safety and 00:25:31

8 articulate our concerns. 00:25:33

9 We appreciate that the 00:25:35

10 superintendent and his leadership team 00:25:36

11 have been responsive to daily inquiries, 00:25:38

12 information-sharing, and two-way 00:25:40

13 communication in recent weeks. We will 00:25:42

14 continue to partner in good faith with the 00:25:44

15 superintendent whenever we can to find 00:25:46

16 common ground as his contract is extended 00:25:48

17 through the next school year. 00:25:51

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22 our students' best learning and our 00:26:01

23 staff's best work happens in person; but 00:26:03

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25 The data trends indicated on the 00:26:09

1 pandemic dashboard for schools show that 00:26:11
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12 FEA believes that we should pause 00:26:35
13 the return-to-school's timeline until all 00:26:37
14 staff are offered the vaccine. This will 00:26:39
15 ensure that we do not overload our system 00:26:41
16 and increase the viral spread in our 00:26:44
17 community. We should wait just a few more 00:26:45
18 months -- and we know it will be months 00:26:48
19 and not years -- but as long as it takes 00:26:50
20 to protect everyone. This is the only 00:26:52
21 prudent course of action. 00:26:55
22 After the vaccine is widely 00:26:57
23 available and the community is protected, 00:26:58
24 we expect our COVID infection rates will 00:27:00
25 drop. It is at that point the community 00:27:02

1 spread will be slowed and eventually 00:27:05
2 eliminated, protecting our schools. 00:27:06
3 The FEA will stand with this board 00:27:09
4 and administration as we encourage 00:27:11
5 everyone to learn about the vaccine, take 00:27:13
6 time to educate yourself, and get 00:27:16
7 vaccinated when it is available to you. 00:27:18
8 Thank you for your time. 00:27:21
9 MS. MUHLBERG: Thank you. Our next speaker is 00:27:24
10 Asra Nomani. 00:27:25
11 MS. NOMANI: Hi there. My name is Asra 00:27:27
12 Nomani. I came to you almost six months 00:27:29
13 to the day, I introduced myself to you, I 00:27:32
14 told you that I am a mother, I'm an 00:27:35
15 immigrant from India, I'm a single mom to 00:27:37
16 a TJ student, and I came to you with 00:27:41
17 sincerity in my heart; but little did I 00:27:43
18 know that just the day before a teacher 00:27:46
19 at TJ had sent an e-mail to our school 00:27:49
20 principal telling her that the school and 00:27:53
21 the staff had to strike while the iron 00:27:56
22 was hot. Now what did they have to 00:27:59
23 strike on? They had to strike on our 00:28:01
24 school. 00:28:05
25 Tonight you are about to destroy TJ. 00:28:06

1 You're about to use our school as an 00:28:11
2 example of what you can pursue when you 00:28:16
3 have an activist agenda. 00:28:19
4 Since the pandemic, you have failed 00:28:22
5 our students. You have failed our 00:28:26
6 families. You have failed our faculty and 00:28:28
7 our community. Over these six months and 00:28:31
8 after 800 pages of a FOIA that showed the 00:28:35
9 e-mails and the traffic I've been able to 00:28:40
10 discover that, in fact, the fix was in. 00:28:42
11 The school principal, activist alumni, 00:28:47
12 school board members, our secretary of 00:28:50
13 education had all put a target on TJ and 00:28:53
14 its students. 00:28:57
15 You knew that there was a diversity 00:28:59
16 report that you had to put forward in 00:29:01
17 October. It was stated very clearly to 00:29:04
18 Jeremy Shughart that this was a very 00:29:08
19 simple report; that it wouldn't even 00:29:10
20 require school board approval. And Scott 00:29:13
21 Brabrand responded to a town hall question 00:29:16
22 recently and said: What changed? And he 00:29:20
23 said it was George Floyd. It was the 00:29:24
24 social justice movement that changed his 00:29:26
25 heart and soul and that made him want to 00:29:30

1 change and radically upend admissions to 00:29:33
2 TJ.

3 So all summer, the education 00:29:38
4 secretary, the school principal, Karen 00:29:41
5 Keys-Gamarra, a student, school officials 00:29:43
6 across our count -- across our county and 00:29:48
7 state worked behind the scenes to change 00:29:50
8 admissions. 00:29:54

9 By August a Virginia Department of 00:29:55
10 Education official wrote to the school 00:29:58
11 principal and thanked her for her openness 00:30:00
12 on admissions changes, including a 00:30:03
13 lottery. The fix was in. 00:30:05

14 This is dirty politics. You have 00:30:08
15 destroyed a school and you're about to do 00:30:11
16 that tonight. 00:30:13

17 I urge you to stop your actions now. 00:30:14
18 Stop this political corruption. Stand up 00:30:17
19 for the students that you have forgotten 00:30:20
20 and remember your commitment to education, 00:30:23
21 not activism. 00:30:26

22 Thank you. 00:30:28

23 MS. MUHLBERG: Thank you. Our next speaker is 00:30:29

24 Akshay Deverakonda. 00:30:31

25 MR. DEVERAKONDA: Hi, good evening. At last 00:30:36

1	week week's TJ work session many board	00:30:37
2	members cited seemingly lower attention	00:30:39
3	rates at the Gwinnett School of Math,	00:30:40
4	Science, and Technology in Georgia as a	00:30:42
5	reason to reject the merit lottery	00:30:44
6	proposal.	00:30:46
7	Afterwards I did my own research and	00:30:47
8	I got current data from the Georgia	00:30:48
9	Department of Education and I want to set	00:30:50
10	the record straight. The numbers that	00:30:52
11	you-all saw are from three years ago and	00:30:54
12	are only one-year snapshot. The Gwinnett	00:30:55
13	School was founded in 2007 as a charter	00:30:58
14	school and was modeled after TJ.	00:31:00
15	In 2016 Gwinnett became a magnet	00:31:02
16	school in order to require Algebra I for	00:31:04
17	their lottery and ever since then	00:31:06
18	retention drastically improved. Freshman	00:31:08
19	retention increased from 66 percent to	00:31:10
20	almost 90 percent and each year keeps	00:31:13
21	going up even with the freshman course	00:31:15
22	load of two in-hearing courses, 10th grade	00:31:17
23	chemistry, and 11th grade physics at once.	00:31:19
24	At the same time the school has a better	00:31:22
25	representation than TJ does.	00:31:24

1 Gwinnett County is 32 percent black 00:31:26
2 while the school is 22 percent black. The 00:31:28
3 county is 33 percent Latinx, while the 00:31:31
4 school is 10 percent Latinx. And it's 00:31:33
5 hard to argue that this pro-equity 00:31:35
6 approach is anti-Asian. Gwinnett County's 00:31:37
7 11 percent Asian, while Gwinnett School is 00:31:39
8 46 percent Asian. 00:31:42

9 What stands out for me is that even 00:31:44
10 when they face challenges, Gwinnett always 00:31:46
11 prioritized equal opportunity. The school 00:31:48
12 and county leadership never tried to 00:31:51
13 replace the lottery with the holistic 00:31:52
14 review system, that it's clearly failed -- 00:31:53
15 failed for decades to identify qualified 00:31:55
16 students from all groups. 00:31:57

17 Gwinnett made their merit lottery 00:31:59
18 central and they made it work. Instead of 00:32:00
19 starting at the top of privilege and 00:32:03
20 access and skimming from there, Gwinnett 00:32:04
21 includes every single group and as one 00:32:06
22 community buy-in for doing so. 00:32:08

23 Gwinnett School fulfills the intent 00:32:11
24 of Virginia governor's schools more than 00:32:12
25 TJ does and more than TJ will under 00:32:14

1 holistic review. The merit lottery 00:32:17
2 doesn't create competition. It creates a 00:32:19
3 community of learners. It recognizes that 00:32:21
4 giftedness cannot be measured or ranked. 00:32:23
5 Every student can be gifted and every 00:32:26
6 student should have an equal chance. And 00:32:28
7 where has that gotten them? Number one 00:32:30
8 high school in Georgia every year since 00:32:32
9 2013, number 12 high school nationwide in 00:32:34
10 2020, many students to win statewide 00:32:37
11 science and tech competitions, a school 00:32:39
12 that believes students can excel in STEM 00:32:42
13 and also just happen to be poor, and 00:32:44
14 recognizes that the only way not to let 00:32:46
15 privilege outweigh poverty is to, well, 00:32:49
16 not let it. 31 percent of Gwinnett School 00:32:52
17 is on free -- free meals compared to 53 00:32:54
18 percent for the county. 00:32:57
19 I am not here to change your votes. 00:32:59
20 I know you've made up your minds. I am 00:33:01
21 here to defend Gwinnett and to clear its 00:33:03
22 name. They're not a case study of what 00:33:05
23 might go wrong. They're an example of 00:33:07
24 what will go right when we choose to do 00:33:09
25 the right thing for every student. 00:33:11

1 If you vote no on the merit lottery, 00:33:13
2 then that's your choice. You know my 00:33:14
3 position. Don't do it because you're 00:33:16
4 given data that didn't show the real 00:33:18
5 picture and don't do it because you didn't 00:33:20
6 know how the school with a merit lottery 00:33:22
7 is growing, thriving and succeeding, 00:33:24
8 because now you do. 00:33:27
9 MS. MUHLBERG: Thank you. Our next speaker is 00:33:33
10 Paul Thomas. 00:33:34
11 MR. THOMAS: Thank you. My name is Paul 00:33:37
12 Thomas and I would like to address the 00:33:39
13 issue of TJ's admissions process. I went 00:33:40
14 to elementary, middle and high school in 00:33:43
15 Fairfax County before going to MIT and 00:33:45
16 GMU. For -- From 1990 to '96, I taught 00:33:48
17 math and computer science at TJ, and I 00:33:50
18 still work in education as a curriculum 00:33:53
19 developer and consultant. I was also on 00:33:54
20 your AAP Advisory Committee representing 00:33:57
21 Pat Hines and then Melanie Meren last 00:33:59
22 year. 00:34:02
23 When I reflect back on my own 00:34:02
24 journey from kindergarten to 7th grade, 00:34:04
25 it's easy to focus on my pre-Algebra 00:34:06

1 teacher, who when asked if I should take 00:34:08
2 8th grade algebra wrote no with four 00:34:10
3 exclamation points. But the truth is that 00:34:12
4 none of the kind, competent, FCPS teachers 00:34:15
5 I had for elementary and middle school 00:34:17
6 ever thought to suggest that I should be 00:34:20
7 tested for GT. 00:34:22
8 They never believed I was 00:34:23
9 intellectually worthy of rigor. They 00:34:24
10 never pushed me. But I got lucky. If not 00:34:27
11 for my pushy math teacher mother, my 00:34:30
12 school teacher's implicit biases and low 00:34:32
13 expectations of my capabilities, would 00:34:34
14 have defined an artificially low ceiling 00:34:36
15 for my academic future. 00:34:38
16 I've read a ton of research that 00:34:41
17 leads me to believe that my elementary and 00:34:42
18 middle school story is still playing out 00:34:44
19 for many black and brown students around 00:34:46
20 the country and around Fairfax County. 00:34:48
21 Implicit biases drive low expectations, 00:34:51
22 which lead to low rigor which creates a 00:34:53
23 loop of self-fulfilling prophases. 00:34:56
24 We can help break this loop by 00:34:58
25 giving every qualified student a real shot 00:35:00

1 at getting into TJ. As a result, I 00:35:02
2 strongly support Dr. Brabrand's merit 00:35:05
3 lottery proposal. 00:35:07

4 When I was teaching at TJ in the 00:35:09
5 early and mid Nineties, there was much 00:35:11
6 discussion about how to improve enrollment 00:35:13
7 for underrepresented groups. Even then it 00:35:15
8 was easy to see that the application 00:35:18
9 process acted as a proxy for privilege. 00:35:19

10 TJ and the school board have tried 00:35:22
11 many strategies over the past three 00:35:24
12 decades for improving equity of 00:35:26
13 opportunity at TJ. But these strategies 00:35:28
14 have all met with the same lack of 00:35:30
15 efficacy here as they have around the 00:35:32
16 country. 00:35:34

17 Enrichment programs and outreach and 00:35:35
18 teacher PD and better level 1 AAP 00:35:37
19 curricula are all important, but they have 00:35:39
20 act -- they haven't actually moved the 00:35:42
21 needle on equity or diversity at TJ. An 00:35:43
22 increasingly holistic admissions process 00:35:46
23 has definitely not helped. 00:35:49

24 Let's be honest, each iteration of 00:35:51
25 TJ's holistic admissions process is a game 00:35:53

1 that's been solved. Families with the 00:35:55
2 time and money know how to set their 00:35:57
3 students up for success. It's like 00:35:59
4 counting cards while playing blackjack at 00:36:01
5 a casino. They count cards for years so 00:36:03
6 that when they place -- place their bets 00:36:05
7 late in the game, gives them a massive 00:36:07
8 advantage over anyone who didn't have the 00:36:09
9 time or money to play the long game. 00:36:10
10 Yes, the test has always been a big 00:36:13
11 part of the problem; but those of us who 00:36:14
12 have experienced and/or read the research 00:36:16
13 on educators implicit biases have a hard 00:36:18
14 time accepting that more subjectivity is 00:36:21
15 the pathway to equity. 00:36:24
16 Even keeping a version of the 00:36:26
17 student information sheet and the 00:36:27
18 problem-solving essays would provide 00:36:29
19 opportunities for privilege and biases to 00:36:30
20 have outsized effects on admissions 00:36:33
21 decisions. 00:36:36
22 It's important to keep in mind that 00:36:36
23 Dr. Brabrand's proposal up stacks -- 00:36:38
24 (Bell ringing - unintelligible)
25 -- requirement reply. 00:36:40

1	MS. MUHLBERG: The speaker's time is now up.	00:36:42
2	Thank you.	00:36:44
3	Our next speaker is Jun Wang.	00:36:44
4	MR. WANG: Can you hear me? Can you --	00:36:48
5	MS. MUHLBERG: Yes. Go ahead, please.	00:36:51
6	MR. WANG: -- hear me?	00:36:51
7	Thank you.	00:36:53
8	MS. MUHLBERG: Yes.	00:36:54
9	MR. WANG: The honorable FCPS School Board, I	00:36:55
10	believe you remember your oath as well as	00:36:58
11	the Constitution of the United States,	00:37:00
12	the Constitution of Virginia, and perform	00:37:04
13	your duty faithfully and impartially.	00:37:07
14	Today you will decide on the	00:37:09
15	contract extension for superintendent	00:37:11
16	Dr. -- Dr. Brabrand and I strongly urge	00:37:14
17	you to vote no unanimously. At the	00:37:17
18	beginning of the pandemic, Dr. Brabrand	00:37:20
19	insisted to keep schools open until the	00:37:23
20	government ordered to close all Virginia	00:37:25
21	schools, even though FCPS closed the	00:37:28
22	longer than other school divisions to	00:37:31
23	prepare, the distant learning started with	00:37:33
24	disaster and ended with unfavorable	00:37:38
25	forecasts for all students in the first	00:37:40

1 quarter. The distant learning failure is 00:37:42
2 (unintelligible) of FCPS systems and the 00:37:46
3 constant ransomware attacks in the summer, 00:37:50
4 which put FCPS employees and the FCPS 00:37:53
5 families in the danger of identity theft. 00:37:56

6 Student enrollment of this school 00:38:00
7 year has dropped by 5 percent. The 00:38:02
8 student failing rates has doubled in the 00:38:04
9 first quarter. 00:38:06

10 Dr. Brabrand has failed repeatedly 00:38:08
11 and consistently; but he has not said a 00:38:11
12 single word to apologize which indicates 00:38:14
13 that he has no intention to reflect on his 00:38:18
14 mistakes or to improve. 00:38:21

15 More seriously, Dr. Brabrand 00:38:24
16 intentionally lied to the school board 00:38:27
17 about the state mandate and the missed 00:38:29
18 (unintelligible) wasted so much time on 00:38:33
19 his TJ admission (unintelligible) plan, 00:38:35
20 which has no legal basis, no data -- no 00:38:38
21 concrete data support and no convincing 00:38:42
22 investigation and analysis. 00:38:45

23 For all (unintelligible), honesty is 00:38:48
24 the first principle of education. The 00:38:50
25 superintendent has made himself the worst 00:38:53

1 model for students. The community does 00:38:56
2 not need his leadership of dishonesty and 00:39:00
3 mismanagement. 00:39:04
4 Since Dr. Brabrand's example was 00:39:05
5 built on his fraud, the board should 00:39:08
6 reject it altogether. You don't need to 00:39:11
7 (unintelligible) between the two-part 00:39:14
8 effort Dr. Brabrand proposed; and you 00:39:16
9 don't have to sacrifice the community. 00:39:19
10 (unintelligible) state recommendations to 00:39:21
11 sacrifice (unintelligible). You need to 00:39:25
12 stand with the community. 00:39:27
13 Thank you. 00:39:30
14 MS. MUHLBERG: Thank you. Before I call the 00:39:32
15 next speaker, I'd like to remind speakers 00:39:33
16 that when you're finished, please shut 00:39:35
17 down your camera, and I will mute you. 00:39:37
18 Thank you. 00:39:38
19 MR. WANG: Thank you. 00:39:39
20 MS. MUHLBERG: Our next speaker is Zia 00:39:40
21 Tompkins. 00:39:41
22 MR. TOMPKINS: Hi. Good evening, and thank 00:39:44
23 you for the opportunity to speak. 00:39:45
24 I don't really have anything to say 00:39:46
25 to either the board or the administration 00:39:48

1 because the teachers unions seem to run 00:39:51
2 things here. It's no coincidence that Kim 00:39:53
3 spoke first; so I'll make my remarks on TJ 00:39:55
4 directly to her. 00:39:57

5 I have literally a degree in every 00:39:59
6 letter in STEM. Despite that, I'm usually 00:40:01
7 the first to say that STEM can't be taught 00:40:04
8 at the expense of the arts, history or 00:40:06
9 literature; or that STEM which certainly 00:40:09
10 can't do which is be a cure for all of 00:40:12
11 society's social inequities. 00:40:14

12 Meritocracy in education must remain 00:40:17
13 our ideal and not social justice ideology. 00:40:20
14 How do I know this? Here are the words of 00:40:24
15 someone much wiser than I. "I have a 00:40:26
16 dream that my four little children will 00:40:30
17 one day live in a nation where they will 00:40:33
18 not be judged by the color of their skin 00:40:35
19 or by the content of their character." 00:40:38
20 That was Dr. Martin Luther King. 00:40:40

21 Dr. King didn't say: I wish my kids 00:40:43
22 grew up in a world where they're 00:40:45
23 automatically judged as disadvantaged or 00:40:47
24 helpless, or as perpetual victims in need 00:40:49
25 of government's charity. Yet that is 00:40:53

1	exactly what you are doing.	00:40:55
2	You cannot fight racism with more	00:40:57
3	racism. You can't do that any more than	00:41:00
4	you can fight fire with more fire. You	00:41:03
5	only burn your house down twice as fast.	00:41:06
6	And that house is our house. Our schools.	00:41:07
7	Kids will fail out. Standards at TJ will	00:41:13
8	drop. And if you think a lottery can't be	00:41:16
9	corrupted by the rich or influential, ask	00:41:19
10	yourself this: Who has the power? A	00:41:22
11	lottery ticket holder or the one choosing	00:41:25
12	the winning numbers?	00:41:28
13	This board won't be there forever,	00:41:29
14	nor this administration. Leave TJ alone.	00:41:31
15	As with the current school closings, I	00:41:36
16	find it sad that I have to remind this	00:41:38
17	audience that FCPS exists to educate our	00:41:41
18	kids. It isn't a platform to push your	00:41:42
19	personal ideology. It isn't a source of	00:41:47
20	guaranteed income for fee as members.	00:41:50
21	And every day that goes by, we get	00:41:52
22	closer to the day when some kind of epic	00:41:55
23	tragedy is going to befall one of our	00:41:57
24	students due to these school closings and	00:41:59
25	due to all this crazy ideological	00:42:02

1 zealotry. If and when that happens, 00:42:05
2 nobody is going to blame COVID. They will 00:42:08
3 blame FCPS and they will blame you, Kim; 00:42:10
4 and when they do, then you can tell me to 00:42:14
5 my face whether collective bargaining or a 00:42:18
6 four-day school week and a destruction of 00:42:20
7 this school system was all worth it. 00:42:22
8 And that's all I got to say. 00:42:29
9 MS. MUHLBERG: Our next speaker is Ella 00:42:33
10 Stamera (phonetic). 00:42:37
11 (No response.)
12 MS. MUHLBERG: Ella Stamera (phonetic)? 00:42:38
13 (No response.)
14 We'll go to our next speaker, 00:42:41
15 Srilekha Palle. 00:42:48
16 (No response.)
17 MS. MUHLBERG: Speaker number eight, Srilekha 00:42:49
18 Palle? 00:42:55
19 (No response.)
20 Okay. Speaker number nine, Michelle 00:42:56
21 Cades. 00:43:09
22 MS. CADES: Good evening. I'm Michelle Cades, 00:43:10
23 president of the Fairfax County Special 00:43:12
24 Education PTA. 00:43:14
25 On behalf of our board and members, 00:43:15

1 my primary message tonight is to say thank 00:43:17
2 you. Thank you to -- 00:43:19
3 MS. PALLE: Hello. I'm sorry, I'm Srilekha 00:43:23
4 Palle. I was sharing my audio. 00:43:25
5 MS. MUHLBERG: Ms. -- The other speaker had 00:43:30
6 started; so we're going to allow her to 00:43:31
7 finish, and then we'll call your name 00:43:33
8 again. 00:43:36
9 Thank you. 00:43:36
10 MS. CADES: Can we re-start my time, please? 00:43:37
11 MS. MUHLBERG: Yes, ma'am. 00:43:39
12 MS. CADES: Thanks so much. 00:43:41
13 Good evening. I'm Michelle Cades, 00:43:43
14 president of the Fairfax County Special 00:43:44
15 Education PTA. On behalf of our board and 00:43:46
16 members, my primary message tonight is to 00:43:49
17 say thank you. Thank you to the members 00:43:51
18 of the school board for listening to us 00:43:53
19 and for pushing for FCPS to develop a 00:43:55
20 solid detailed policy on restraint and 00:43:57
21 seclusion. Thank you for providing the 00:43:59
22 community with a public hearing to share 00:44:01
23 our stories and our concerns. Thank you 00:44:03
24 for taking our phone calls and for reading 00:44:06
25 our pages and pages of research and 00:44:07

1 feedback. 00:44:10

2 Thank you to Dr. Boyd and her team, 00:44:11

3 new to FCPS in the midst of a pandemic, 00:44:13

4 Dr. Boyd hadn't had much opportunity to 00:44:16

5 get to know us or the depth and breadth of 00:44:18

6 our special education concerns. We had no 00:44:20

7 idea how she would respond to us; and 00:44:23

8 we've been amazed, impressed, and 00:44:25

9 incredibly appreciative of the degree to 00:44:27

10 which Dr. Boyd took our feedback to heart 00:44:29

11 and built it into the proposed policy. 00:44:31

12 With guidance from Dr. Ross Greene 00:44:34

13 on how to phase out the use of seclusion, 00:44:35

14 recognize the value in ensuring that 00:44:38

15 there's time for the necessary staff 00:44:39

16 training to acquire and apply new skills 00:44:41

17 for crisis prevention and intervention, 00:44:43

18 the three schools that will temporarily 00:44:46

19 continue to permit seclusion account for 00:44:48

20 over 40 percent of all seclusion 00:44:50

21 instances. But with this new policy in 00:44:52

22 place, we are relieved to know that this 00:44:54

23 practice is coming to an end. Not as soon 00:44:56

24 as some might like; but, again, we 00:44:59

25 recognize the value in making this a 00:45:01

1	thoughtful and deliberate transition.	00:45:02
2	We delight in the shift in mindset	00:45:05
3	that behavior is a form of communication	00:45:07
4	rather than a skill that needs to be	00:45:10
5	stopped or re-taught. We celebrate an end	00:45:11
6	to dangerous supine restraint. We are	00:45:14
7	encouraged by the inclusion of same-day	00:45:16
8	notification to families. Quick	00:45:18
9	communication is the best practice and	00:45:20
10	helps to build trust and collaboration	00:45:22
11	between families and school staff.	00:45:24
12	We rejoice in a focus on prevention	00:45:27
13	rather than on reaction. Now we strongly	00:45:29
14	FCPS to make a specific plan to implement	00:45:33
15	this policy. Use a well-thought-through	00:45:36
16	model. Think like a business project	00:45:39
17	manager. Take into consideration all the	00:45:41
18	specific details, such as careful	00:45:44
19	selection of the evidence-based protocol	00:45:46
20	to be used, setting a precise timeline	00:45:48
21	with start and end dates for initial and	00:45:51
22	follow-up trainings at all school sites,	00:45:52
23	centralized direction on how this new	00:45:56
24	system will be taught to staff, deliberate	00:45:57
25	goal-settings to be met in specific time	00:46:00

1 intervals for the reduction and phasing 00:46:02
2 out of the use of restraint and seclusion, 00:46:04
3 careful planning of staff and financial 00:46:06
4 resources that are necessary to achieve 00:46:09
5 these stated goals and deadlines, 00:46:11
6 transparent public reporting on the number 00:46:13
7 of restraints and seclusion instances 00:46:16
8 occurring, whether -- and whether the 00:46:18
9 roll-out reduction targets are being met. 00:46:20
10 And, finally, a plan for ongoing oversight 00:46:22
11 and review. 00:46:24
12 Again, SEPTA thanks you very much 00:46:26
13 for your partnership and for all of your 00:46:27
14 work on this policy. 00:46:29
15 MS. MUHLBERG: Thank you. Our next speaker 00:46:33
16 now is Ms. Srilekha Palle. 00:46:35
17 I'm afraid you're on mute, ma'am. 00:46:42
18 MS. PALLE: Thank you to the school board 00:46:48
19 members and for everyone for -- present; 00:46:49
20 and I apologize to the previous speaker 00:46:51
21 for interrupting. 00:46:54
22 I am Srilekha Palle, mom of a 00:46:55
23 middle-schooler and a healthcare 00:46:56
24 professional by background. I am totally 00:46:58
25 distressed over the dirt of black and 00:47:00

1 Hispanic students at TJ as much as you 00:47:02
2 are, if not more. Of course, I also must 00:47:06
3 admit that I'm equally troubled that the 00:47:08
4 slapping of the Band-Aid solution by the 00:47:09
5 school board members and the 00:47:12
6 administration that will erode TJ's 00:47:14
7 merit-based admission standards. I'm also 00:47:16
8 appalled, I must admit, and do not 00:47:19
9 (unintelligible) blame for the racial 00:47:20
10 disparities on the TAS step. TAS is the 00:47:22
11 cornerstone of the objectivity measure. 00:47:25
12 Anybody that has been in the United States 00:47:27
13 for as long as I have been here 00:47:30
14 understands that TAS is the cornerstone 00:47:31
15 for any objectivity measure. 00:47:34
16 Before I dwell any further, I also 00:47:36
17 urge you to be self-reflective and ask 00:47:39
18 yourself the same questions. Do you have 00:47:41
19 the will as a school board administration 00:47:43
20 and just as an administration in general 00:47:45
21 to reject the false binary of racial 00:47:48
22 diversity versus competitive academy and 00:47:50
23 embrace the solutions that build the 00:47:53
24 robust (unintelligible) of 00:47:55
25 highly-qualified black and Hispanic 00:47:57

1 brilliant students? Why have millions of 00:47:59
2 dollars that have been spent on outreach 00:48:01
3 by our FCPS and TJ partnership planning 00:48:03
4 not resulted in the outcomes that you're 00:48:06
5 always looking for? Why are these all 00:48:08
6 outreach efforts plagued with conflict of 00:48:10
7 interest and at most corruption? 00:48:12
8 Thomas Jefferson Partnership Fund 00:48:15
9 did not spend money on black and Hispanic 00:48:16
10 kids, and you all know that. Money 00:48:18
11 provided to the list of programs was not 00:48:20
12 well-spent by the co-founder and I have 00:48:23
13 the research to prove that. And the 00:48:26
14 co-founder that now started private 00:48:28
15 educational institutes but all despised 00:48:30
16 and they're again coming back and asking 00:48:33
17 funds to do the same ineffective job all 00:48:37
18 over again. 00:48:38
19 FCPS spent \$678,000 in renaming high 00:48:40
20 school; but yet, the TJ admissions office 00:48:44
21 set outreach positions to 50 percent FCE. 00:48:47
22 How does that make sense? Every black and 00:48:50
23 Hispanic TJ parent that I talked to said 00:48:53
24 that outreach consultants discourage a 00:48:56
25 child to apply. Why is that ever 00:48:58

1	happening?	00:49:00
2	Have you considered increasing the	00:49:01
3	supply as per the demand? Our population	00:49:02
4	is increasing in northern Virginia area.	00:49:05
5	Instead of creating a second TJ and	00:49:07
6	sort of rationing the fair educational	00:49:09
7	resource, why is Fairfax County schools	00:49:12
8	are failing under the current	00:49:14
9	administration policies? As you know	00:49:15
10	faith-based and charter schools are making	00:49:17
11	phenomenal progress.	00:49:19
12	Also protecting both equity and	00:49:21
13	excellence is a daunting task. I -- I as	00:49:23
14	a healthcare professional, I am challenged	00:49:25
15	every day by the task of providing greater	00:49:28
16	quality of care for my patients	00:49:32
17	efficiently, but I don't chose one over	00:49:34
18	another. Why do you, as a school board	00:49:38
19	administration, get a choice to choose	00:49:39
20	equity and excellence but not both?	00:49:40
21	The solutions that you're proposing	00:49:42
22	are extremely (unintelligible) and lazy.	00:49:43
23	It's a real problem and do not seem to	00:49:45
24	achieve the desired plan. This is --	00:49:47
25	(Bell ringing - unintelligible).	00:49:48

1 MS. MUHLBERG: Thank you. The speaker's time 00:49:50
2 is now up. 00:49:51
3 Thank you. 00:49:51
4 SRILEKHA PALLE: Thank you. 00:49:51
5 MS. MUHLBERG: Our next speaker is Harry 00:49:52
6 Jackson. 00:50:02
7 MR. JACKSON: Hi. Good evening. I'm 00:50:03
8 Dr. Harry Jackson, a parent of a TJ 00:50:04
9 freshman as well as a 7th grader in level 00:50:07
10 4 AAP program. 00:50:10
11 The issue of a lottery was addressed 00:50:11
12 in 2012. By the way, lottery schools that 00:50:13
13 have high standards also have high 00:50:15
14 attrition. However, they addressed this 00:50:18
15 issue back in 2012. More analysis, more 00:50:19
16 transparency of data, more interaction 00:50:22
17 engaged with the community, and the 00:50:24
18 determination was then as it should be now 00:50:25
19 that a lottery is not the best solution 00:50:28
20 for a governor's school. That experience 00:50:30
21 should inform our methods moving forward. 00:50:32
22 In any event, that experience/lesson 00:50:35
23 learned gave rise to an outreach plan as 00:50:36
24 considered as a way to resolve the issue 00:50:38
25 of diversity. 00:50:40

1 I have read the 2001 TJ outreach 00:50:42
2 plan that's still current. There are four 00:50:44
3 major elements of the plan. Make the 00:50:46
4 community -- community aware of TJ; 00:50:48
5 increase interest in STEM, support STEM 00:50:50
6 development programs and identify 00:50:53
7 potential but underrepresented groups and 00:50:56
8 maintain a perspective database of 00:50:58
9 students and maintain contact and steer 00:50:59
10 them to other resource -- STEM resources. 00:51:01
11 And when one sees how the TJ 00:51:04
12 partnership fund supports these outreach 00:51:06
13 elements, one cannot help but be 00:51:08
14 impressed. That said, the outreach plan, 00:51:10
15 a living document, can be improved by 00:51:12
16 placing more emphasis on the third element 00:51:15
17 so we can provide enrichment opportunity 00:51:17
18 to the underrepresented groups. This, and 00:51:19
19 here I speak to Dr. Anderson and 00:51:21
20 like-minded board members, is like showing 00:51:23
21 a child lots of candy through a candy 00:51:25
22 store front window without providing a 00:51:27
23 door to the store. This is done too often 00:51:29
24 to the underprivileged. 00:51:31
25 One reason for the 2001 outreach 00:51:33

1 plan has not reached its full potential is 00:51:35
2 that the full abilities of the TJ 00:51:37
3 Partnership Fund have not been exploited. 00:51:38
4 The outreach programs funded by the 00:51:41
5 TJ Partnership Fund focused on funding 00:51:43
6 inspiring passionate interests in STEM and 00:51:45
7 minority elementary school children that 00:51:47
8 are socially and economically 00:51:49
9 disadvantaged in grades 3 through 6. This 00:51:50
10 is a worthy part of any STEM outreach 00:51:52
11 program. But some funding should be 00:51:54
12 directed towards facilitating STEM's skill 00:51:56
13 development in minority 7th and 8th 00:51:58
14 graders in advanced academic programs, 00:52:00
15 especially when the AAP pipeline holds 80 00:52:03
16 percent of the TJ mix. 00:52:05
17 Quoting Dr. Chris Blasser, a TJ 00:52:07
18 graduate, the current admissions process 00:52:09
19 could not be more fair, equal opportunity 00:52:11
20 and representative. This is where the 00:52:13
21 class of 2024 is clearly an exact 00:52:15
22 correlation to the 8th grade student 00:52:17
23 demographic across Fairfax County. 00:52:18
24 However, for Matt, not for race. 00:52:20
25 Citing the recent FCPS white paper, 00:52:23

1 all students in Algebra I or higher who 00:52:25
2 apply are accepted, while the students in 00:52:27
3 geometry are accepted at an equal rate 00:52:28
4 across all racial groups from those who 00:52:30
5 apply. The FCPS middle and elementary 00:52:32
6 school pipeline provides insufficient 00:52:34
7 opportunities and resources to the most 00:52:36
8 underrepresented, underserved 00:52:38
9 neighborhoods. Only seven of the 24 FCPS 00:52:40
10 middle schools offer Algebra II to 8th 00:52:42
11 graders; and none of them are in region 3. 00:52:44
12 This is fatal to entry to TJ. 00:52:47
13 Lastly, the section 4 of the 00:52:50
14 outreach plan, developing a database of 00:52:51
15 students in 7th and 8th graders to 00:52:53
16 maintain established contact for STEM and 00:52:55
17 to direct them to STEM resource -- 00:52:57
18 development resources are underdeveloped. 00:52:58
19 This is an area that would yield immediate 00:53:01
20 return in investment. It would make sense 00:53:04
21 to have a database of 7th and 8th grade 00:53:06
22 students who actually recruit, 00:53:08
23 particularly those who have -- 00:53:09
24 (Bell ringing - unintelligible)
25 MS. MUHLBERG: Thank you. That was our final 00:53:13

1	speaker.	00:53:20
2	CHAIRWOMAN ANDERSON: Thank you very much,	00:53:23
3	Ms. Mulberg.	00:53:23
4	I now call on Mr. Onibudo for	00:53:25
5	student representative matters.	00:53:28
6	Mr. Onibudo?	00:53:31
7	MR. ONIBUDO: Dr. Anderson, I -- Are there no	00:53:32
8	video testimonies before I start	00:53:34
9	speaking?	00:53:36
10	CHAIRWOMAN ANDERSON: Oh, you are correct. I	00:53:36
11	believe we do have a video testimony.	00:53:37
12	Thank you so much, Mr. Onibudo.	00:53:42
13	MR. ONIBUDO: Of course.	00:53:46
14	CHAIRWOMAN ANDERSON: Ms. Mulberg?	00:53:47
15	MS. MUHLBERG: I don't have video testimonies	00:53:48
16	on my list.	00:53:50
17	CHAIRWOMAN ANDERSON: Okay. I will go	00:53:53
18	ahead --	00:53:57
19	MS. MUHLBERG: I'm sorry. No, no. I'm wrong.	00:53:59
20	There are video testimonies.	00:54:06
21	CHAIRWOMAN ANDERSON: All right. We have	00:54:15
22	three. Thank you.	00:54:20
23	There is no sound?	00:54:24
24	MS. MARGULIES: Good evening, members of the	00:54:29
25	school board. My name is Thelma	00:54:32

1 Margulies. I am the mother of a TJ 00:54:33
2 freshman. I have written to you several 00:54:35
3 times and I have not received a response 00:54:39
4 from any of you. 00:54:42
5 Your decision to eliminate the TJ 00:54:44
6 admission test, a decision that you 00:54:47
7 adopted on October 6th, is illegal. TJ is 00:54:49
8 an academic year regional governor's 00:54:53
9 school for science and technology and that 00:54:56
10 their requirements or the department of -- 00:54:59
11 the Virginia Department of Education 00:55:02
12 provides services for gifted students 00:55:04
13 identified through nationally standardized 00:55:08
14 norm tests. You adopted this illegal 00:55:13
15 decision in a work session and without 00:55:16
16 consulting with key stakeholders, in 00:55:18
17 particular the parents. As a result, 00:55:21
18 there is a lawsuit pending. 00:55:24
19 Your decision was not based on 00:55:27
20 analysis of the data which clearly 00:55:29
21 demonstrates that the chief result of the 00:55:32
22 proposed changes would be to make TJ white 00:55:35
23 again while having a handful of Hispanic 00:55:39
24 and black students and dramatically 00:55:42
25 reducing the number of Asian students. 00:55:46

1 This is your idea of equity and 00:55:50
2 diversity? 00:55:54
3 Several studies have demonstrated to 00:55:57
4 you that social equity is being denied not 00:55:59
5 by the TJ admission test, like professor 00:56:02
6 Dr. Baslar said in a recent study that he 00:56:06
7 sent it to you and I hope that you have 00:56:09
8 read it. And in the study it clearly 00:56:11
9 states that the main problem is the 00:56:14
10 (unintelligible) issue, the FCPS 00:56:17
11 elementary and middle -- middle school 00:56:19
12 (unintelligible) which provides 00:56:22
13 insufficient opportunities and resources 00:56:24
14 to the most underrepresented, underserved 00:56:27
15 neighborhoods. 00:56:33
16 What is more concerning though? 00:56:34
17 What is the most recent development that 00:56:37
18 is really concerning is the statement of 00:56:39
19 Ms. Meghan McLaren during the last board 00:56:43
20 meeting. In this meeting Ms. McLaren 00:56:46
21 stated that you took this decision because 00:56:49
22 of a lie of Superintendent Scott Brabrand. 00:56:52
23 He alleged that the changes were required 00:56:56
24 by the state of Virginia, when in fact all 00:57:00
25 the state only required was a report on 00:57:03

1 diversity. 00:57:06

2 I trust that Dr. Brabrand's contract 00:57:07

3 will not be extended accordingly. 00:57:09

4 Let's face the facts. The -- These 00:57:12

5 changes proposed to TJ to its admission 00:57:15

6 changes has nothing to do with education, 00:57:18

7 with diversity, with equity. It has to do 00:57:21

8 with your desire to make a political 00:57:24

9 statement. 00:57:26

10 The right decision is to reinstate 00:57:27

11 the test, and I urge you to do the correct 00:57:29

12 thing. I remind you that you are 00:57:31

13 accountable to the people. 00:57:34

14 Thank you. 00:57:35

15 MR. GEIS: Good evening, school board members. 00:57:53

16 As this year comes to a close, I want to 00:57:54

17 remind everyone that while there have 00:57:57

18 been numerous struggles, we have actually 00:57:59

19 prevailed instead. 00:58:01

20 When this pandemic started in March, 00:58:03

21 we had eight new members to this board 00:58:05

22 that were thrown into a once-in-a-lifetime 00:58:07

23 situation; and while things started off 00:58:09

24 shaky, we indeed accomplished more than we 00:58:12

25 could have before. 00:58:15

1 During this period, we were able to 00:58:16
2 get hundreds of thousands of grab-and-go 00:58:18
3 meals to submit to underprivileged kids. 00:58:21
4 We were able to use new funds from the 00:58:23
5 CARES Act to get elementary school kids 00:58:26
6 the faster working laptops they need. We 00:58:28
7 were able to rename two schools that had 00:58:30
8 been stuck in the process for years. We 00:58:34
9 were able to hire a new chief academic 00:58:37
10 officer -- welcome Dr. Presidio -- and a 00:58:40
11 new chief information officer -- thank you 00:58:42
12 for your e-mails, Mr. Sethi. And we were 00:58:44
13 able to start sports again this week, for 00:58:47
14 the thousands of student athletes who 00:58:49
15 needed that small boost to morale. 00:58:51
16 While we have struggles that remain 00:58:54
17 constant that we will be able to address 00:58:56
18 and solve these issues, such as the 00:58:58
19 impending return to school next month and 00:59:00
20 the idea of finding a common virtual 00:59:03
21 platform for FCPS to use. Go Zoom. 00:59:05
22 It has been a privilege to meet all 00:59:09
23 of you either in person or via e-mail in 00:59:11
24 office hours. All have you -- all of you 00:59:13
25 have been great student advocates and I 00:59:16

1 hope to continue working with you on 00:59:17
2 important student matters throughout the 00:59:19
3 next year. 00:59:21
4 I would like to extend a deep 00:59:22
5 appreciation to our current student rep 00:59:24
6 Nathan Onibudo and former student rep 00:59:26
7 Kimberly Botang (phonetic) for their great 00:59:28
8 student advocacy; and I commend them for 00:59:31
9 all the work they've done this year and 00:59:34
10 hope that our legacy of the student 00:59:35
11 advocacy we've had this year will continue 00:59:37
12 throughout the future years of FCPS. 00:59:40
13 I want to give another thank you to 00:59:43
14 Ms. McLaughlin for visiting my 5th period 00:59:45
15 today -- Go Woodson -- and we look forward 00:59:47
16 to you Dr. Anderson and Ms. Cohen visiting 00:59:50
17 along with the superintendent next month. 00:59:53
18 A final thank you to our clerks Beth 00:59:55
19 and Eileen for working so hard to make 00:59:58
20 sure these meetings run as smoothly as 01:00:00
21 possible. You guys are true rock stars. 01:00:01
22 To everyone, have a wonderful last 01:00:05
23 night of Hanukkah, a merry Christmas, and 01:00:07
24 a happy new year. I look forward to 01:00:10
25 continuing in my work with you all in 01:00:12

1	2021. Good night.	01:00:13
2	MS. SALEM: Hi, I'm Fatimah Salem from Salarum	01:00:30
3	(phonetic) Schools, a student-led	01:00:31
4	environmental advocacy group in Fairfax	01:00:33
5	County Public Schools. When discussing	01:00:36
6	(unintelligible) replacement for Hunters	01:00:38
7	Woods Elementary School, it is imperative	01:00:40
8	that we work for placement to make the	01:00:42
9	schools ready for solar.	01:00:44
10	We want to thank the school board	01:00:46
11	and Justin Moss for the updates on solar	01:00:47
12	projects in FCPS as of September. Have	01:00:49
13	contracts been signed to put solar on the	01:00:52
14	initial set of schools? Has the school	01:00:55
15	board approved putting solar on the second	01:00:58
16	set listed in Mr. Moss' letter?	01:01:00
17	We would like to inquire on the	01:01:04
18	current status of the efforts implemented	01:01:05
19	by FCPS staff to create the sustainability	01:01:08
20	plans. In last year's capital improvement	01:01:12
21	plan, the school board requested a study	01:01:15
22	of the feasibility of net zero energy	01:01:18
23	schools.	01:01:22
24	What is the status of this report	01:01:22
25	and when will it be available to the	01:01:24

1	public?	01:01:26
2	We also wanted to check on the	01:01:26
3	progress in formulating a concrete pathway	01:01:27
4	to obtain 2025 energy usage intensity per	01:01:30
5	facility per square foot as mentioned in	01:01:35
6	the CIP.	01:01:40
7	The solar on the schools group just	01:01:40
8	had a presentation by Robert Winstead of	01:01:43
9	VMDO Architects. We learned a lot from	01:01:48
10	his discussion on designing net zero	01:01:51
11	energy schools. With his help, we've	01:01:54
12	compiled a list of resources and case	01:01:57
13	studies on net zero schools.	01:01:59
14	Because the information is really	01:02:02
15	important and really interesting, we sent	01:02:04
16	links to these materials in all school	01:02:07
17	board -- school board members' e-mails.	01:02:11
18	Thank you for your time and	01:02:13
19	interest. We are anticipating great	01:02:14
20	progress on these efficiency and clean	01:02:17
21	energy initiatives in 2021.	01:02:21
22	CHAIRWOMAN ANDERSON: Thank you very much.	01:02:31
23	Now I believe that concludes all of our	01:02:32
24	video testimony. I now call on	01:02:34
25	Mr. Onibudo for student representative	01:02:36

1	matters.	01:02:40
2	Nathan?	01:02:41
3	MR. ONIBUDO: Dr. Anderson --	01:02:42
4	CHAIRWOMAN ANDERSON: Oh, may I -- I'm sorry.	01:02:45
5	I hope I don't bust your bubble; but I'm	01:02:46
6	going to embarrass you a little bit, if I	01:02:48
7	may.	01:02:50
8	MR. ONIBUDO: You may.	01:02:51
9	CHAIRWOMAN ANDERSON: Thank you.	01:02:53
10	FEMALE VOICE: Do it.	01:02:56
11	CHAIRWOMAN ANDERSON: Okay. So some of you	01:02:57
12	know, I'd like to take this opportunity	01:02:58
13	to extend sincere congratulations to	01:03:02
14	Nathan Onibudo for an early decision to	01:03:05
15	UVA. He has worked so hard. He is an	01:03:09
16	exceptional young person, and I did not	01:03:11
17	want to miss this opportunity --	01:03:14
18	PARTICIPANT: Woo-hoo.	01:03:16
19	CHAIRWOMAN ANDERSON: -- to really lay some	01:03:16
20	kudos on you.	01:03:17
21	(Cheering and applauding.)	
22	MALE VOICE: Congratulations.	01:03:18
23	CHAIRWOMAN ANDERSON: Very exciting. So now	01:03:19
24	you've got the floor. So proceed.	01:03:37
25	MR. ONIBUDO: Thank you everyone.	01:03:43

1 (Continued cheering and
2 congratulations.)

3 MALE VOICE: Nathan, you're wearing blue, bro. 01:03:44

4 (Laughter.)

5 MR. ONIBUDO: I didn't know you guys were 01:03:46
6 going to do this. I would not have worn 01:03:48
7 blue. Thank you so much. Thank you so 01:03:51
8 much, everyone. I -- I cannot put into 01:03:54
9 words how grateful I am for all the 01:03:56
10 support everyone has been giving me. So 01:03:57
11 thank you. Thank you, Dr. Anderson. 01:04:00
12 Thank you, everyone. 01:04:02

13 Okay. Well, I will start again, as 01:04:04
14 I always do with saying how much of an 01:04:08
15 honor it is to get to speak in front of 01:04:10
16 all of you today and before our amazing 01:04:12
17 Fairfax County community. I just -- they 01:04:15
18 will be extremely short. 01:04:19

19 I kind of want to wrap up all the 01:04:20
20 advocacy that I've been doing and hearing 01:04:22
21 about as we head into the holiday break 01:04:23
22 and then speak briefly to all the 01:04:26
23 students. 01:04:28

24 In the area of wrapping things up, I 01:04:30
25 would just like to say that over the last 01:04:31

1 few weeks, I've been reflecting on 01:04:34
2 everything that I've been saying, all the 01:04:35
3 advocacy I've been doing particularly 01:04:37
4 around student workload, stress; and I've 01:04:39
5 been listening to all the other -- to all 01:04:41
6 the other advocacy that's been going on 01:04:44
7 around what the community is -- is saying 01:04:45
8 and doing for the other issues that are 01:04:48
9 facing the board not just this week, but 01:04:50
10 these past few weeks and as we move into 01:04:52
11 2021. 01:04:55
12 Talking to some of the other student 01:04:56
13 representatives that have been to the -- 01:04:57
14 that have, you know, dealt with some of 01:04:58
15 the same stuff that we're dealing with in 01:05:00
16 the past, I've come to realize that none 01:05:02
17 of what we're dealing with right now is 01:05:03
18 necessarily new. I think that for me, the 01:05:06
19 struggles that we've had as a school 01:05:12
20 system in the past have rightfully 01:05:13
21 informed the steps we're moving to take 01:05:16
22 into the future; and I really would just 01:05:18
23 like to say that I hope that we can use 01:05:21
24 this pandemic as a space in time to 01:05:23
25 completely re-evaluate some of the things 01:05:26

1 that we've been working on and discussing 01:05:28
2 for years and years now. 01:05:30
3 I was having a conversation with 01:05:32
4 Benny Tignor, student representative 01:05:35
5 number 48 two years -- one year before 01:05:36
6 me -- two years before me I should say; 01:05:39
7 and we were kind of talking about the 01:05:41
8 workload issues that were being addressed 01:05:43
9 and during his term; and he was saying how 01:05:46
10 he got tips from the student 01:05:49
11 representative before him about how to 01:05:50
12 address that same issue. And I thought it 01:05:52
13 was really interesting, because those are 01:05:54
14 some of the same issues that we're 01:05:55
15 discussing right now in 2020 and as we 01:05:58
16 move into 2021. 01:06:01
17 Unfortunately, it's likely that that 01:06:02
18 issue will always exist as the student 01:06:03
19 experience is one that is very common and 01:06:05
20 though despite the size of our county, you 01:06:09
21 know, issues that are prevalent in south 01:06:12
22 county are the same issues that will be 01:06:14
23 prevalent in Woodson and Langley and all 01:06:15
24 the other high schools across our system. 01:06:18
25 I found it very interesting; 01:06:21

1 however, that conversation I had with him 01:06:22
2 kind of felt very similar to the 01:06:25
3 conversations I'm having with board 01:06:26
4 members, community members, students, 01:06:28
5 leadership today. 01:06:30
6 So, again, I would just ask that we 01:06:31
7 find ways to use this pandemic to kind of 01:06:32
8 just reframe the way we're looking at 01:06:36
9 things. And I guess that message about 01:06:39
10 using our past to inform how we move 01:06:41
11 forward into the future can be applied to 01:06:43
12 just about any issue that this board 01:06:46
13 faces; but I will say that I've learned a 01:06:47
14 lot about doing that from all the 01:06:49
15 wonderful leaders that serve on our school 01:06:50
16 board and on our leadership team, and I'm 01:06:53
17 very grateful for that. 01:06:54
18 I look forward to continuing into 01:06:56
19 the new school year to work with 01:06:58
20 leadership, the school board and all the 01:07:00
21 community and all the community members 01:07:02
22 and students who have reached out to me to 01:07:03
23 continue -- continue to find ways to 01:07:05
24 reduce student workload stress, to find 01:07:07
25 ways to ensure that students are being met 01:07:09

1 with grace in this time that is extremely 01:07:12
2 harsh and often unforgiving; and I look 01:07:14
3 forward to hearing about all the different 01:07:17
4 wonderful, wonderful things that we can 01:07:19
5 find and ways to do as we move into the 01:07:21
6 second semester of this unprecedented 01:07:24
7 school year. 01:07:26

8 Now, I'd just like to take a moment 01:07:27
9 and congratulate all the students in 01:07:31
10 Fairfax County for making it this far. As 01:07:31
11 we move into the holiday break and get 01:07:34
12 some of the much-needed rest, sleep, time 01:07:36
13 off, time away from computer screens that 01:07:39
14 we -- I know we all are yearning for, I 01:07:41
15 just want to say that I see all of you. 01:07:43
16 I'm proud of all of you. And I just think 01:07:46
17 that it's time to say we did it. 01:07:48

18 I know we're not even halfway 01:07:51
19 through yet; but even the small things can 01:07:52
20 mean absolutely the world. 01:07:55

21 I just want to say it wasn't easy. 01:07:56
22 I know making it this far this school 01:07:59
23 year, it's been very difficult. It's been 01:08:00
24 extremely hard. But I'm very proud of 01:08:02
25 each and every one of you, and I think 01:08:04

1 that no one will ever forget what's been 01:08:07
2 asked of us students during this school 01:08:10
3 year. No one thinks it's easy. No one -- 01:08:12
4 no one's -- no one's said that it's ever 01:08:14
5 been done before, but we're -- we're doing 01:08:15
6 it and we're doing it the best we can; and 01:08:17
7 I'm proud of every single one of you guys 01:08:20
8 for that. 01:08:22

9 And then, again, I'd of course like 01:08:23
10 to thank all of the teachers in FCPS for 01:08:24
11 making it -- for allowing us to make it 01:08:26
12 this far. All of our successes, all of 01:08:28
13 the hardships, all the a struggles, 01:08:31
14 everything we've learned would not be 01:08:32
15 possible without -- without the tireless 01:08:34
16 work that I know each and every one of you 01:08:36
17 guys are doing, and I'm eternally grateful 01:08:38
18 for it, as always. 01:08:40

19 Finally, I'd like to close with just 01:08:42
20 happy holidays to everyone in our 01:08:45
21 community. I know I'm looking forward to 01:08:46
22 the break that we are about to have. I -- 01:08:49
23 I'm sure a lot of you guys are as well. I 01:08:52
24 just want to say take some time to relax 01:08:54
25 and step away from the screens. That's 01:08:58

1 particularly for the students. I know a 01:08:59
2 lot of us can find it hard to -- trying to 01:09:01
3 take back some time because we're all 01:09:04
4 moving into high gear during the school -- 01:09:07
5 through the school season; so I just want 01:09:08
6 to say to all of you guys take care of 01:09:10
7 yourselves, prioritize your mental health, 01:09:12
8 and my in box will be open throughout the 01:09:14
9 break and so any -- for any of you guys or 01:09:16
10 if I've missed any of your messages, 01:09:18
11 please re-send them, so I can try to see 01:09:21
12 them. And, yeah, I look forward to 01:09:23
13 hearing from all of you guys and the rest 01:09:25
14 of the community through the the break and 01:09:29
15 into 2021. Have a great holiday season 01:09:30
16 and happy new year. So thank you 01:09:34
17 everyone. 01:09:38
18 CHAIRWOMAN ANDERSON: Thank you, Mr. Onibudo. 01:09:40
19 And, again, congratulations to you on 01:09:41
20 your awesome accomplishment. And thank 01:09:43
21 you again for those very -- for those 01:09:45
22 inspirational words. It's always 01:09:48
23 appreciate -- I always appreciate hearing 01:09:49
24 your comments. 01:09:51
25 Now, I call on Dr. Brabrand for the 01:09:53

1	introduction to the capital improvement	01:09:55
2	program which is item 3.03.	01:09:57
3	SUPERINTENDANT BRABRAND: Thank you, Chairman	01:10:02
4	Anderson. We have a great CIP	01:10:02
5	presentation and I think I'm gonna turn	01:10:05
6	it directly over to our assistant	01:10:07
7	superintendent for facilities and	01:10:09
8	transportation, Jeff Platenberg, and let	01:10:11
9	Mr. Platenberg introduce his team.	01:10:13
10	And, Mr. Platenberg, take it away.	01:10:16
11	MR. PLATENBERG: Thank you, Dr. Brabrand. And	01:10:19
12	on behalf of Mr. Smith and the	01:10:21
13	appreciation of all the efforts and	01:10:23
14	support he's provided, and also	01:10:24
15	Ms. Gillis, I'm -- I'm happy to be	01:10:26
16	presenting this CIP, the capital	01:10:28
17	improvement program for this evening.	01:10:29
18	The first slide that you'll see	01:10:33
19	really talks about the actual capital	01:10:35
20	improvement program and it really goes	01:10:40
21	into the fact that the capital improvement	01:10:43
22	program is a short-range plan that really	01:10:45
23	serves as a roadmap, a roadmap for	01:10:47
24	creating, maintaining and funding present	01:10:49
25	and future infrastructure requirements.	01:10:51

1 The FCPS CIP annually reviews 01:10:54
2 current student membership and facilities 01:10:57
3 data in order to inform and identify 01:10:59
4 future capital requirements, new 01:11:02
5 construction, capacity enhancements, 01:11:04
6 renovations, and potential site 01:11:06
7 acquisitions. The identified needs are 01:11:08
8 included in the school of projects for the 01:11:10
9 five-year time frame. The capital cash 01:11:13
10 flow tracks the funding allocation for 01:11:15
11 these projects. 01:11:17
12 On the next slide we talk about the 01:11:19
13 changing conditions and what the impact of 01:11:20
14 COVID-19 pandemic has had in the virtual 01:11:22
15 start to school. There's several elements 01:11:25
16 that are part of the CIP approach. 01:11:28
17 A five-year projection set has not 01:11:30
18 been produced as the possible future 01:11:32
19 impact of the unique decline in membership 01:11:34
20 for school years 2020 to 2021 will depend 01:11:36
21 on many, many factors including the future 01:11:41
22 course of the pandemic and the economic 01:11:43
23 conditions related to that; and assessment 01:11:45
24 of facility capacity was also not 01:11:49
25 completed, and program capacity 01:11:50

1 utilization was not calculated due to a 01:11:52
2 virtual start to the school year and the 01:11:54
3 ongoing planning of return to school with 01:11:55
4 social distancing requiring the use of all 01:11:58
5 available rooms for core instruction. 01:12:00
6 The proposed CIP for fiscal year 01:12:03
7 2022-2026 focuses on capital projects 01:12:07
8 including new construction, capacity 01:12:09
9 enhancements, and renovations. 01:12:11
10 The information presented in the CIP 01:12:13
11 is available on the facilities and 01:12:15
12 membership dashboards. 01:12:17
13 The next slide, as I mentioned about 01:12:20
14 the COVID pandemic having an impact on the 01:12:22
15 overall membership, we have previously 01:12:24
16 provided information presented with the 01:12:28
17 membership trends report. If you recall, 01:12:30
18 this is a number of the meetings in the 01:12:32
19 CIP, what I refer to as the CIP season; 01:12:34
20 and we began with discussing the 01:12:37
21 membership trends report and then we had 01:12:39
22 the county staff graciously come and 01:12:41
23 present to the school board in a work 01:12:44
24 session about growth and their planning 01:12:46
25 and zoning. 01:12:49

1 The total membership decreased by 01:12:51
2 8,859 students from 189,010 students in 01:12:55
3 school year 2019-2020 to 180,151 students 01:13:00
4 in school year 2020-2021. The elementary 01:13:05
5 membership decreased by 7,729 students. 01:13:08
6 The middle school membership decreased by 01:13:11
7 217 students. And the high school 01:13:13
8 membership decreased by 392 students. 01:13:16
9 The FCPS base membership decreased 01:13:19
10 by this eight hundred -- 8,338 students 01:13:21
11 and the FCPS base membership -- base 01:13:24
12 membership numbers include general 01:13:27
13 education, special education, AAP, the 01:13:29
14 pre-K and pre-school. 01:13:32
15 The centers and alternative programs 01:13:34
16 membership decreased by 356 students. The 01:13:35
17 center and alternative program membership 01:13:39
18 include the Burke School, Cedar Lane 01:13:41
19 School, Davis Center, Kilmer Center, Key 01:13:42
20 Center, Pulley Center, Quandy Road -- 01:13:44
21 Quander Road School, non-traditional 01:13:46
22 sites, alternative learning centers, 01:13:48
23 pre-school resource and achievement, 01:13:51
24 integrity and maturity, the AIM program, 01:13:53
25 and interagency wherever applicable. 01:13:55

1	The CIP planning total membership	01:13:58
2	decreased by, as I said, 8,694 students.	01:14:00
3	The other membership decreased by 165	01:14:04
4	students. The other membership includes	01:14:06
5	adult education, multiagency and	01:14:08
6	homeschool and private school, special	01:14:11
7	education services.	01:14:13
8	The next slide talks about the three	01:14:15
9	fundamental factors that are reviewed in	01:14:17
10	the CIP that aid in the evaluation of the	01:14:19
11	change in the total membership. We talk	01:14:22
12	about this frequently, the birth to	01:14:24
13	kindergarten ratio, migration, and the	01:14:25
14	transfer of students. The birth to	01:14:28
15	kindergarten ratio compares to number of	01:14:30
16	births at a point in time and the	01:14:32
17	kindergarten student membership five to	01:14:35
18	six years later.	01:14:37
19	In this graph, the number of births	01:14:39
20	that are shown in blue, the kindergarten	01:14:41
21	membership is in green and the birth to	01:14:43
22	kindergarten ratio in yellow.	01:14:45
23	It's important to note the birth to	01:14:47
24	kindergarten ratio declined from 87	01:14:48
25	percent, which was about our average if	01:14:51

1 you take a look at past CIPs, and in 01:14:54
2 school year 2019-2020 to 75 percent in 01:14:57
3 school year 2020-2021. 01:15:01

4 The next slide talks about 01:15:04
5 migration. The migration refers to 01:15:06
6 students entering what we call 01:15:08
7 in-migration and those leaving will be 01:15:10
8 deemed out-migration of the school 01:15:13
9 division. The net migration is the 01:15:15
10 difference between the in-migration and 01:15:17
11 this out-migration. 01:15:19

12 In this graph, the in-migration is 01:15:20
13 shown in blue and the out-migration is 01:15:22
14 shown in green and the net migration shown 01:15:25
15 in yellow. The net migration decreased by 01:15:27
16 6,678 students. It was from 1,725 01:15:31
17 students in school year 2019-2020 to 4,953 01:15:35
18 students in the school year 2020-2021. 01:15:39

19 It's important to note that the 01:15:43
20 in-migration does not include the 01:15:44
21 kindergarten students as the kindergarten 01:15:46
22 students are mostly new students; and the 01:15:48
23 out-migration does not include the 12th 01:15:51
24 grade students because 12th grade students 01:15:52
25 are mostly graduates. 01:15:55

1	The next slide speaks about	01:15:57
2	transfers; and transfers are students who	01:15:58
3	reside within one school boundary and are	01:16:00
4	assigned to that school which we deem	01:16:03
5	their base school, but attend a different	01:16:05
6	school in a different boundary, and that	01:16:07
7	is called the attending school.	01:16:09
8	The net transfers is a term used to	01:16:11
9	describe the difference between the total	01:16:13
10	number of students transferring in the	01:16:15
11	attending school and the total number of	01:16:17
12	students transferring out, the base	01:16:19
13	school. Transferring in membership	01:16:21
14	numbers include students that attend an	01:16:23
15	FCPS school and reside outside Fairfax	01:16:25
16	County and outside the city of Fairfax.	01:16:27
17	Transfer out membership numbers do not	01:16:30
18	include students that attend an FCPS	01:16:32
19	school and reside outside Fairfax County	01:16:35
20	or the city of Fairfax. Transfer in and	01:16:37
21	transfer out totals don't match due to the	01:16:39
22	students that reside outside Fairfax	01:16:42
23	County and the city of Fairfax and	01:16:44
24	transfer into an FCPS school or	01:16:45
25	non-traditional school.	01:16:48

1 In this graph, the transfers in 01:16:50
2 shown -- is shown in blue and the 01:16:51
3 transferred out, as I said, shown in 01:16:53
4 green; and the net transfer is shown in 01:16:54
5 yellow. The number of transfer students 01:16:57
6 decreased by 1,962 students from 19,385 01:17:01
7 students in the school year 2019-2020 to 01:17:05
8 17,423 students in the school year 01:17:10
9 2020-2021. The number of transfers is 01:17:15
10 equivalent to the number of transfers in. 01:17:16
11 Now, we talk about on the next slide 01:17:21
12 our funding sources for the CIP. The 01:17:22
13 primary funding sources for the CIP are 01:17:24
14 generally through the General Obligation 01:17:26
15 Bond Funding. 01:17:28
16 We had an \$180 million annual 01:17:30
17 appropriation spend for bond or capital 01:17:32
18 projects for bond-funded programs; and 01:17:34
19 this funds major capital projects such as 01:17:37
20 renovations, additions and modular 01:17:39
21 additions. Transfers from the Fairfax 01:17:42
22 County Operating Fund of 10 million for 01:17:44
23 routine and major maintenance and 2.7 01:17:46
24 million for overcrowding is part of that 01:17:49
25 transfer. 01:17:52

1 And annual transfer from the Fairfax 01:17:53
2 County Board of Supervisors of 13.1 01:17:55
3 million for infrastructure management came 01:17:57
4 as about from the joint county and schools 01:18:00
5 work as a part of the Infrastructure 01:18:03
6 Finance Committee. 01:18:05
7 We also have proffers, and proffers 01:18:06
8 are voluntary conditions or contributions 01:18:08
9 agreed upon by the applicant at the time 01:18:10
10 approval is requested of a land use that 01:18:13
11 would result in such impacts. Proffers 01:18:16
12 can address both onsite and offsite 01:18:19
13 impacts; and once accepted, they become a 01:18:20
14 part of the zoning regulations applicable 01:18:23
15 to the property, unless they're 01:18:25
16 subsequently changed by a development plan 01:18:27
17 amendment or by a new zoning map 01:18:29
18 amendment. 01:18:31
19 Proffers are then allocated to the 01:18:32
20 projects related to increasing the 01:18:34
21 capacity of affected or impacted schools 01:18:35
22 after being transferred to the Fairfax 01:18:39
23 County School Board from the Fairfax 01:18:41
24 County Board of Supervisors. So far this 01:18:42
25 year, the most recent allocation of 01:18:45

1 proffered contributions to Fairfax County 01:18:47
2 has been \$658,852, and that's the most 01:18:51
3 recent transfer. 01:18:53
4 It's important to note that 01:18:55
5 equipment funding for new construction, 01:18:57
6 renewals and additions is provided through 01:18:58
7 a transfer from the school operating fund 01:19:00
8 from the school construction fund to cover 01:19:01
9 one-third of the cost to equip new 01:19:04
10 schools, either the construction, 01:19:05
11 renovations or additions. 01:19:07
12 Bond funding is used to fund the 01:19:09
13 remaining two-thirds of the equipment 01:19:10
14 funding needs for each project. The 01:19:12
15 transfers from the Fairfax County Capital 01:19:14
16 Properties Fund include funds related both 01:19:16
17 to recommendations of the Synthetic Turf 01:19:18
18 Field Task Force in fiscal year 2013, and 01:19:21
19 as I mentioned previously, the 01:19:24
20 Infrastructure Financing Committee in 01:19:25
21 2014. As a result of the IFC, the county 01:19:27
22 has provided an annual transfer of that 01:19:31
23 13.1 million to the construction fund for 01:19:33
24 capital project replacement and upgrade 01:19:35
25 requirements, freeing general obligation 01:19:38

1	bond funding for a larger replacement or	01:19:40
2	new capacity requirements.	01:19:42
3	The next goal -- slide, rather --	01:19:45
4	talks about our goal for -- to provide for	01:19:47
5	systemic maintenance of major and critical	01:19:50
6	building infrastructure. What's really	01:19:52
7	important to note here is that we've been	01:19:54
8	considerably behind in our infrastructure	01:19:57
9	maintenance programs based on their life	01:19:59
10	cycle expectancy of building system and	01:20:01
11	components to ensure that mechanical,	01:20:03
12	electrical and electronic structural	01:20:05
13	systems support the effective and	01:20:07
14	efficient operation of all of our	01:20:09
15	buildings and the instruction and the	01:20:11
16	teaching and learning that go on within	01:20:12
17	each of those facilities. Any lack of the	01:20:14
18	adequate funding for these facilities'	01:20:17
19	maintenance allows for systems -- and we	01:20:18
20	have many -- that run past their useful	01:20:20
21	cycle, operating in inefficiencies and	01:20:22
22	introducing numerous other risks and	01:20:26
23	challenges with higher maintenance costs	01:20:27
24	and also breakdowns.	01:20:30
25	So when you look at our system, we	01:20:32

1 have about 30 percent of all our assets 01:20:35
2 that are past their useful life cycle; and 01:20:37
3 according to the National Research Council 01:20:39
4 report titled, "Committing to the Cost of 01:20:41
5 Ownership: the Maintenance and Repair of 01:20:44
6 Public Buildings," their final report that 01:20:45
7 was conducted by Facility Engineering 01:20:48
8 Associates, the group that also did an 01:20:50
9 audit for the school board as part of the 01:20:53
10 state audit process sometime ago -- I 01:20:54
11 think it was included in 2012 -- speaks to 01:20:57
12 the appropriate level of maintenance and 01:21:01
13 repair that should be budgeted for school 01:21:03
14 systems and for really any capital 01:21:06
15 program. 01:21:08
16 The range is approximately 2 to 4 01:21:09
17 percent of what they deem the current 01:21:10
18 replacement value. We are currently 01:21:12
19 funded at .004 percent which presses the 01:21:15
20 importance that we've talked about, about 01:21:18
21 making sure that we have funding streams 01:21:20
22 not only for our bond programs, but also 01:21:22
23 for our major maintenance program in our 01:21:25
24 replacement cycles. 01:21:27
25 The current capital infrastructure 01:21:28

1 replacement backlog is valued at 01:21:31
2 approximately \$200 million. And I just 01:21:32
3 stress that because it's very important to 01:21:35
4 be mindful of the work that we've been 01:21:37
5 doing to try and address that. 01:21:39
6 The next slide talks about our 01:21:41
7 environmental stewardship. The Get2Green 01:21:43
8 program is the environmental stewardship 01:21:46
9 program for the Fairfax County Public 01:21:47
10 Schools and supports student-driven 01:21:49
11 environmental stewardship programs in 01:21:51
12 FCPS. We're extremely proud of the 01:21:54
13 stewardship and the student-driven 01:21:56
14 programs that we do have. 01:21:58
15 Some highlights of the school-based 01:21:59
16 environmental work include 136 ecoschools, 01:22:00
17 53 award-winning schools, 89 schools with 01:22:04
18 edible gardens, 119 schools with wildlife 01:22:07
19 habitats, 56 schools with student-led 01:22:10
20 energy conservation programs. To say we 01:22:13
21 have a very active group and community 01:22:15
22 would be an understatement. 01:22:18
23 The FCPS Energy Education program 01:22:19
24 has allowed the division to reduce energy 01:22:21
25 expenditures by \$38 million and reduce, 01:22:23

1 more importantly, our greenhouse gas 01:22:26
2 emissions by 30 percent. 30 percent of a 01:22:28
3 27 million square foot footprint is 01:22:32
4 significant and considerably contributes 01:22:37
5 to the efficiencies that we are so proud 01:22:40
6 of here in Fairfax County Public Schools. 01:22:42
7 The solar power purchase agreements 01:22:44
8 are continuing to progress, as expected, 01:22:46
9 and are resulting in solar installations 01:22:48
10 at no additional -- no initial cost to the 01:22:50
11 division. 01:22:53
12 To help facilitate safe return to 01:22:53
13 in-person learning, we are also piloting 01:22:56
14 five temporary outdoor classrooms that are 01:22:59
15 at Belvedere Elementary School, 01:23:02
16 Centreville Elementary School, Hollin 01:23:03
17 Meadows Elementary School, Carson Middle 01:23:05
18 School, and Mountain View High School. 01:23:07
19 These classrooms consist of a tent, 01:23:09
20 temporary flooring, seating and tables. 01:23:10
21 And Get2Green is developing resources to 01:23:13
22 support teachers in using the outdoor 01:23:14
23 classrooms as part of the pilot as well as 01:23:16
24 existing outdoor classroom spaces of which 01:23:19
25 we have many across FCPS. 01:23:22

1 FCPS built a great team of 01:23:24
2 professionals who have identified both the 01:23:26
3 challenges and opportunities for FCPS as 01:23:28
4 we continue to pursue the net zero energy 01:23:31
5 construction and renovation options in the 01:23:33
6 future. We, in fact, have the report that 01:23:36
7 we're reviewing that we've been provided 01:23:38
8 and we're costing it out; and we will be 01:23:40
9 providing that to the school board in the 01:23:43
10 near future. 01:23:45

11 The next slide talks about the total 01:23:46
12 five-year funding requirement. And the 01:23:48
13 total five-year funding requirement is 01:23:51
14 approximately 1.1 billion. Approximately 01:23:53
15 314 million are funded bonds that are -- 01:23:55
16 and approximately 790 million are 01:23:58
17 unfunded. 01:24:01

18 It's important to note that every 01:24:02
19 two years we have been fortunate that the 01:24:03
20 community has been supportive of our bond 01:24:07
21 initiatives and our bond programs. So 01:24:09
22 while we say we have 790 million that are 01:24:11
23 unfunded, and we talk about the unfunding, 01:24:14
24 our two-year bond funding cycle has been 01:24:16
25 very well received by the community and 01:24:20

1	we've been good public stewards of the	01:24:22
2	trust that they've provided in us.	01:24:24
3	The total ten-year requirement is	01:24:27
4	approximately 1.9 billion and	01:24:29
5	approximately 335 million are funded by	01:24:31
6	bonds and approximately 1.5 billion are	01:24:34
7	unfunded. And as I mentioned, with that	01:24:36
8	two-year cycle, it's important to keep	01:24:38
9	that in mind when you look at numbers of	01:24:40
10	such magnitude.	01:24:42
11	The next slide talks about the new	01:24:46
12	construction projects that are listed in	01:24:50
13	the CIP for the five-year horizon. They	01:24:52
14	include Fairfax/Oakton, the Fairfax/Oakton	01:24:54
15	area elementary school. The site of the	01:24:57
16	Fairfax/Oakton area elementary school is	01:24:59
17	yet to be formally determined.	01:25:01
18	Partially funded new construction	01:25:04
19	projects listed in the CIP for the	01:25:05
20	five-year horizon include the Silver Line	01:25:07
21	Elementary School. The site for the	01:25:09
22	Silver Line Elementary School is also yet	01:25:11
23	to be determined, but is in negotiations.	01:25:14
24	Unfunded new construction projects	01:25:17
25	listed in the CIP for the five-year	01:25:19

1	horizon include the Western area high	01:25:20
2	school.	01:25:24
3	The next slide talks about funding	01:25:24
4	capacity enhancement projects that are	01:25:26
5	listed in the CIP for the five-year	01:25:28
6	horizon including a modular addition,	01:25:30
7	relocation and additions at West Potomac,	01:25:32
8	Justice and the additions at Madison High	01:25:35
9	School as well.	01:25:38
10	Funded projects on the next slide	01:25:40
11	talk about lists that are listed in the	01:25:42
12	CIP for the five-year horizon include five	01:25:44
13	elementary schools, three middle schools	01:25:46
14	and one high school. These include Hybla	01:25:47
15	Valley, Washington Mill Elementary School,	01:25:49
16	Braddock Elementary School, Fox Mill	01:25:52
17	Elementary School, and Oakton Elementary	01:25:53
18	School. Hughes, Cooper and Frost Middle	01:25:56
19	Schools and also Oakton High School.	01:25:59
20	Partially-funded renovation projects	01:26:01
21	listed in the CIP for the five-year	01:26:03
22	horizon include five elementary schools	01:26:04
23	and one high school. These include	01:26:07
24	Wakefield Forest, Louise Archer,	01:26:09
25	Crossfield, Mosby Woods, and Bonnie Brae	01:26:10

1	Elementary Schools and Falls Church High	01:26:13
2	School.	01:26:16
3	The next slide talks about unfunded	01:26:17
4	renovation projects listed in the CIP for	01:26:18
5	the five-year horizon which include 15	01:26:21
6	elementary schools, two middle schools and	01:26:23
7	one high school. These include Bren Mar	01:26:25
8	Park, Brookfield, Lees Corner, Armstrong,	01:26:27
9	Willow Springs, Herndon, Dranesville, Cub	01:26:29
10	Run, Centre Ridge, Union Mill, Poplar	01:26:32
11	Tree, Waples Mill, Sangster, Saratoga, and	01:26:34
12	Virginia Run Elementary Schools. Franklin	01:26:37
13	and Twain Middle Schools, also, and	01:26:40
14	Centreville High School.	01:26:42
15	The next slide talks about funded	01:26:44
16	new construction projects listed for the	01:26:46
17	ten-year horizon which include the Route 1	01:26:48
18	Elementary School. Unfunded new	01:26:50
19	construction projects listed in the CIP	01:26:52
20	for the ten-year horizon including Tysons	01:26:54
21	Elementary School, repurposing projects	01:26:56
22	including Dunn Loring Center, Pimmit Hills	01:26:59
23	Center, and the Virginia Hills Center.	01:27:00
24	The next slide, when we talk about	01:27:03
25	new schools, new schools have been	01:27:05

1 identified in the CIP in response to 01:27:07
2 growing neighborhoods across the county 01:27:09
3 and one recently completed to address 01:27:11
4 overcrowding in the northwest area of the 01:27:13
5 county, which is McNair Upper Elementary 01:27:16
6 School. McNair Upper is a new facility to 01:27:18
7 accommodate increased enrollment in region 01:27:21
8 five and accommodates grades 3 through 6 01:27:23
9 with McNair Elementary School 01:27:26
10 accommodating K-2. 01:27:28
11 The next slide talks about 01:27:31
12 renovations that recently completed as 01:27:32
13 part of the capital improvement program 01:27:34
14 which include Annandale Terrace, Belle 01:27:36
15 View, Clearview, Mount Vernon Woods, 01:27:38
16 Silverbrook and Rocky Run Middle School. 01:27:41
17 The next slide shows how the -- the 01:27:45
18 actual CIP has some nuances and some 01:27:48
19 changes to it. And as I mentioned 01:27:51
20 earlier, due to the COVID-19 pandemic, 01:27:52
21 they include modified regional summaries 01:27:54
22 and a regional summary section. They 01:27:58
23 include an assessment of facility capacity 01:28:00
24 but they don't include the assessment of 01:28:02
25 facility capacity as I mentioned 01:28:04

1 previously due to the virtual start and 01:28:06
2 ongoing planning for the return to school 01:28:08
3 and so forth. 01:28:10

4 In this section, each region ends 01:28:11
5 with a region summary table tied to the 01:28:13
6 school year 2020-2021 capacity membership. 01:28:16
7 The table is divided by high school 01:28:19
8 pyramids which include all the assigned 01:28:21
9 K-12 schools within the pyramid. The left 01:28:22
10 side of the table shows the high school 01:28:26
11 pyramid. The first column in blue the 01:28:27
12 school name, and the second column in blue 01:28:29
13 shows the design capacity of the school. 01:28:31

14 The design capacity includes the 01:28:34
15 modular design capacity where applicable. 01:28:35
16 The design capacity remains constant year 01:28:39
17 to year unless the school's undergone a 01:28:41
18 recent renovation or capacity enhancement. 01:28:43
19 The future design capacity is included for 01:28:45
20 schools that are projected to have a new 01:28:47
21 capacity due to renovation or capacity 01:28:49
22 enhancement. 01:28:52

23 The columns in purple show the 01:28:53
24 information from both school year 01:28:55
25 2019-2020 and school year 2020-2021 to 01:28:58

1 show the unique decline due to COVID-19 01:29:00
 2 pandemic. The school year 2019 and 2020 01:29:03
 3 information includes the program capacity 01:29:06
 4 from when the building was fully used for 01:29:09
 5 in-person instruction and the school year 01:29:12
 6 2019-2020 membership. 01:29:14
 7 The school year 2020-2021 01:29:15
 8 information includes membership, updated 01:29:17
 9 number of temporary classrooms and modular 01:29:20
 10 classrooms. Preconstruction program 01:29:22
 11 capacity is used for schools currently in 01:29:25
 12 construction. Temporary classrooms are 01:29:27
 13 not included in the design nor program 01:29:29
 14 capacity. Modular classrooms are included 01:29:32
 15 in the design and program capacity as they 01:29:35
 16 are capital projects. 01:29:38
 17 Program capacities highlighted in 01:29:39
 18 pink indicate a program change identified 01:29:41
 19 for the school year 2019-2020 which may 01:29:43
 20 impact future program capacity of the 01:29:46
 21 facility. The columns in green show the 01:29:48
 22 capital project information for each 01:29:51
 23 school wherever applicable. 01:29:53
 24 The first green column shows the 01:29:55
 25 project type, which indicates if the 01:29:57

1 project is construction of a new school, 01:29:59
2 renovation or capacity enhancement. 01:30:01

3 The second green column shows the 01:30:04
4 project status which indicates that the 01:30:06
5 project is unfunded or currently in 01:30:08
6 planning, permitting or construction. 01:30:10

7 And the third green column shows the 01:30:13
8 project funding and indicates the funding 01:30:15
9 source. 01:30:17

10 Projects here are funded by the 01:30:18
11 general obligation bonds, as I mentioned, 01:30:19
12 adopted by the Fairfax County voters. 01:30:21

13 The remaining green columns shown 01:30:24
14 show the project schedule; and if a 01:30:26
15 school's identified for funding, this 01:30:28
16 schedule cycle, the schedule shows which 01:30:30
17 fiscal year and the corresponding school 01:30:33
18 year the work will actually occur. The 01:30:35
19 project schedule is broken out by 01:30:37
20 planning, permitting and construction. 01:30:39

21 School information is read across 01:30:42
22 the table; and, for example, Aldrin 01:30:43
23 Elementary School has a design capacity of 01:30:47
24 896 seats. In school year 2029, 2020, it 01:30:48
25 has a program capacity of 746 seats. A 01:30:52

1 September certified membership of 640 01:30:55
2 students in school year 2019-2020; and 558 01:30:57
3 students in school year 2020-2021, and 01:31:01
4 doesn't have a project status, since it's 01:31:04
5 not one of the schools identified for 01:31:06
6 renovation or capacity enhancement. 01:31:08
7 On the next slide the second green 01:31:12
8 column shows the project status. The -- 01:31:15
9 I'm sorry. The regions section includes 01:31:18
10 the modified elementary, middle and high 01:31:20
11 school maps within each region. Since the 01:31:22
12 program capacity utilization wasn't 01:31:25
13 calculated for the school year, the map 01:31:27
14 show only the school boundary within each 01:31:29
15 region. 01:31:33
16 The next slide, we talked about how 01:31:34
17 the CIP includes additional capital 01:31:36
18 project pages which provide information on 01:31:38
19 the membership capacity, capital project 01:31:40
20 funding sources and expenditures. 01:31:43
21 On the right of the page, it 01:31:45
22 includes information about the school 01:31:46
23 including the address, region, grade 01:31:48
24 configuration, year the school opened, 01:31:50
25 prior renovation year, prior renovation 01:31:52

1 build area, future building area, acreage, 01:31:54
2 and the elementary, middle and high school 01:31:58
3 feeders and programs as applicable. 01:31:59
4 The historical membership and 01:32:03
5 capacity utilization table shows the 01:32:04
6 membership and program capacity 01:32:06
7 utilization pages from school year 2011 to 01:32:08
8 school year 2012 to school year 2019 to 01:32:12
9 2020. This table includes the membership 01:32:15
10 for school year 2020-'21 and the program 01:32:18
11 capacity utilization percentages for 01:32:21
12 school year 2020 to '21 which is 01:32:23
13 unavailable due to impacts from, as I 01:32:27
14 mentioned, the pandemic. 01:32:29
15 The numbers highlighted in orange 01:32:30
16 indicate a program capacity utilization 01:32:32
17 percentage after renovation or capacity 01:32:34
18 enhancement. The school capacity tables 01:32:36
19 shows the school design capacity. The 01:32:40
20 program capacity for school year 2019 and 01:32:42
21 2020, the number of temporary classrooms, 01:32:46
22 the modular classrooms, and the 01:32:48
23 anticipated design capacity. The project 01:32:50
24 funding table shows the project phase 01:32:53
25 prior to expenditures and the estimated 01:32:55

1 future expenditure amount by fiscal year. 01:32:57

2 As I mentioned, there is a lot of 01:33:00

3 information on our CIP documents and the 01:33:01

4 link to it that was provided on the agenda 01:33:04

5 item has a wealth of information in it and 01:33:08

6 a lot of reference material, what we call 01:33:10

7 static and also dynamic information. 01:33:12

8 The next slide talks really about 01:33:14

9 where we are. Today we're at the December 01:33:16

10 17th presentation of the CIP as new 01:33:19

11 business. This is a new business 01:33:21

12 presentation with a follow-up work session 01:33:23

13 that is scheduled for January 5th, a 01:33:26

14 public hearing scheduled for January 7th, 01:33:28

15 and then potential school board action 01:33:30

16 scheduled for February 4th. 01:33:32

17 As I mentioned, it's part of the CIP 01:33:34

18 season. We have already had two meetings 01:33:36

19 leading up to this, and the subsequent -- 01:33:38

20 subsequent ones that I've listed here for 01:33:41

21 your review. 01:33:43

22 And that concludes my presentation 01:33:44

23 of this year's CIP. Thank you. 01:33:46

24 CHAIRWOMAN ANDERSON: Thank you very much, 01:33:49

25 Mr. Platenberg, for -- oh, I think I have 01:33:51

1 some feedback there. Thank you very much 01:33:55

2 for the very informative presentation. 01:33:58

3 I do see that we have a hand and 01:34:00

4 perhaps we'll have some others who have 01:34:02

5 some questions or comments to your 01:34:04

6 presentation; so we will begin with 01:34:05

7 Ms. Corbett Sanders. 01:34:07

8 MS. CORBETT SANDERS: Thank you, Madame Chair. 01:34:10

9 And I apologize that my camera is not on; 01:34:11

10 but I'm having some connection issues, so 01:34:14

11 to be able to participate, I can't have 01:34:17

12 my camera and my audio on at the same 01:34:20

13 time. 01:34:23

14 So, first, I want to thank you, 01:34:24

15 Jeff. You have just transformed the CIP 01:34:26

16 process over the past several years, and 01:34:31

17 you have a great team that works with you; 01:34:34

18 but the amount of information and the very 01:34:37

19 strategic manner in which you present the 01:34:40

20 information is greatly appreciated. It is 01:34:42

21 much more transparent and easy to use -- 01:34:45

22 easier to use than it was when I first 01:34:49

23 came on the board. So thank you. 01:34:51

24 I do have one question, and it's 01:34:53

25 regarding funding streams. Because I was 01:34:56

1 under the impression that we had, in the 01:34:59
2 last bonds, set aside money for building a 01:35:03
3 new elementary school in the Providence 01:35:10
4 District to address the overcrowding. 01:35:12
5 We saw the other day that there is 01:35:16
6 quite a bit of development in that side of 01:35:18
7 the county and so I just want to ask you, 01:35:22
8 'cause you said that the Dunn Loring 01:35:25
9 repurposing was not funded; and I'm 01:35:27
10 surprised, because I thought that that 01:35:31
11 money was to be able to support that. 01:35:33
12 MR. PLATENBERG: Yeah. Thank you for that 01:35:37
13 clarifying question, because when I said 01:35:38
14 the Dunn Loring repurposing, it -- the 01:35:43
15 Dunn Loring repurposing hasn't formally 01:35:44
16 been adopted by the governing body. 01:35:46
17 We do have funding for the 01:35:48
18 Fairfax/Oakton Elementary School and that 01:35:50
19 funding was provided. So thank you so 01:35:52
20 much for that clarification in the 01:35:54
21 Providence District. 01:35:55
22 MS. CORBETT SANDERS: Excellent. I just 01:35:57
23 wanted to make sure we preserved that 01:35:58
24 funding for the needs in that region. 01:36:00
25 Appreciate it. 01:36:02

1	CHAIRWOMAN ANDERSON: Thank you very much,	01:36:07
2	Ms. Corbett Sanders.	01:36:09
3	Ms. McLaughlin?	01:36:10
4	MS. McLAUGHLIN: Yes. I'm just pulling up my	01:36:15
5	video.	01:36:19
6	Mr. Platenberg, I echo the praise	01:36:20
7	that you received from my colleague,	01:36:24
8	Ms. Corbett Sanders. You and your team	01:36:25
9	continue to do great work and I really	01:36:27
10	appreciate your commitment to continuing	01:36:29
11	to improve the way in which we provide	01:36:31
12	information in the CIP report.	01:36:35
13	Just a quick clarification in the	01:36:38
14	enrollment numbers. I know we talked	01:36:40
15	about this in work sessions, that we did	01:36:42
16	have a drop of enrollment, almost 9,000 of	01:36:44
17	a net differential; but the -- I wanted	01:36:48
18	to just confirm, those numbers are based	01:36:51
19	on our filing with the State, which is the	01:36:54
20	end of September 30th; correct?	01:36:57
21	MR. PLATENBERG: Yes. That is correct.	01:37:00
22	MS. McLAUGHLIN: Okay. So I would just like	01:37:02
23	to share with my colleagues and	01:37:04
24	Dr. Brabrand, I know we've talked about	01:37:06
25	this, too, that we'll need to get some	01:37:09

1 more information from your team about 01:37:11
2 what our enrollment numbers look like now 01:37:14
3 because I did hear from families who said 01:37:18
4 that communication and confirmation from 01:37:21
5 FCPS about their enrollment of their 01:37:25
6 students that they chose to have their -- 01:37:28
7 their students not with FCPS this -- this 01:37:32
8 term right now; that they got 01:37:36
9 communications after the September 30th 01:37:38
10 date and communicated afterwards. So I 01:37:41
11 just want to be able to help answer to 01:37:44
12 that in the community when people say it, 01:37:48
13 what -- what do we know our enrollment 01:37:49
14 numbers to be now, on December 17th or, 01:37:51
15 you know, January 1. 01:37:56
16 It's not a time-sensitive thing; but 01:37:57
17 when people are asking, I haven't known -- 01:37:59
18 How do we let them know beyond September 01:38:02
19 30th what our enrollment numbers look 01:38:04
20 like. 01:38:08
21 MR. PLATENBERG: Yes, Ms. McLaughlin, I 01:38:09
22 appreciate you bringing that up. I know 01:38:10
23 there was a huge concerted effort for us 01:38:12
24 to get students back in the school 01:38:15
25 because we identified so many disconnects 01:38:18

1 and of the number of students that we 01:38:22
2 didn't have at the beginning of the year; 01:38:24
3 so there was a big concerted effort for 01:38:26
4 all of the reasons why we're here to try 01:38:29
5 to engage students. But, yes, thank you. 01:38:32
6 MS. McLAUGHLIN: No, I just think it will -- 01:38:35
7 it will be helpful to us because we know 01:38:37
8 sometimes in the absence of information, 01:38:40
9 people create narratives and -- and, 01:38:42
10 obviously, for us to also have just a -- 01:38:44
11 an important grasp of what -- what our 01:38:48
12 overall enrollment numbers look like. 01:38:51
13 Dr. Brabrand, will that be difficult 01:38:53
14 to do, to get revised numbers from 01:38:55
15 September 30th? 01:38:59
16 DR. BRABRAND: We can -- we can get updated 01:39:01
17 numbers since September 30th. I don't 01:39:03
18 know if we had changes from the 01:39:06
19 originally -- You're just asking for 01:39:08
20 numbers since September 30th. Yeah, we 01:39:10
21 can do that and we (unintelligible) into 01:39:12
22 the State numbers on March 30th; and we 01:39:15
23 did get confirmation in the State budget 01:39:21
24 and, Ms. Burden can speak to this at a 01:39:23
25 budget -- that they are going to in a 01:39:28

1 sense hold all school districts in 01:39:32
2 Virginia harmless for enrollment this 01:39:34
3 year. 01:39:36
4 That's good news. It's in the 01:39:37
5 governor's proposed budget. It's not been 01:39:38
6 approved yet. But we're hopeful. But 01:39:39
7 we'll get you the updated numbers and send 01:39:41
8 that to the whole board in a Brabrand 01:39:43
9 Briefing soon. 01:39:45
10 MS. McLAUGHLIN: I appreciate that. Thank 01:39:48
11 you. 01:39:52
12 DR. BRABRAND: You're welcome. 01:39:52
13 CHAIRWOMAN ANDERSON: Ms. Meren? 01:39:55
14 MS. MEREN: Yes, thank you. Thank you, 01:39:56
15 Mr. Platenberg. I think this is really 01:39:57
16 exciting stuff and I appreciate all the 01:39:59
17 work. It's an incredible document you've 01:40:01
18 put together for us to review. 01:40:03
19 I want to say slide 10 of your 01:40:05
20 presentation is -- might be my favorite, 01:40:07
21 about our (unintelligible) initiatives and 01:40:09
22 I know that it's hard for us to be 01:40:12
23 creative and move forward on all the 01:40:14
24 things that we had talked about, you know, 01:40:16
25 years even before I arrived on the board; 01:40:18

1 but I'm glad to see it's still there, and 01:40:20
2 we want to do as much as we can to -- to 01:40:22
3 promote that, especially, you know, 01:40:24
4 (unintelligible) meant about outdoor 01:40:26
5 learning spaces in the time of COVID; so, 01:40:27
6 you know, using COVID, finding those 01:40:30
7 silver linings to, you know, improve how 01:40:32
8 we use our facilities. I know you're 01:40:35
9 interested in that; and so I'm eager to do 01:40:37
10 that, that work with you and with the 01:40:38
11 board. 01:40:41

12 I also want -- I'm glad that you 01:40:41
13 raised -- that we had our county partners 01:40:44
14 on the phone in the call with us the other 01:40:46
15 day from planning; and I just want to 01:40:48
16 reiterate how essential that is and am so 01:40:50
17 pleased to see that -- our two offices 01:40:53
18 being more engaged. Because especially as 01:40:56
19 we have large developments going up, we 01:40:57
20 have to know at the time, you know, before 01:41:00
21 ground even breaks, right, like what's 01:41:02
22 happening. 01:41:03

23 So thank you for fostering that and 01:41:04
24 I hope that you'll ask the board to do 01:41:06
25 whatever we can to promote partnership 01:41:08

1	with the board of supervisors in the	01:41:10
2	county offices. So thank you.	01:41:11
3	CHAIRWOMAN ANDERSON: Thank you very much,	01:41:18
4	Ms. Meren. And thank you,	01:41:18
5	Mr. Platenberg, for this wonderful	01:41:20
6	presentation.	01:41:21
7	And now we will move on to our next	01:41:23
8	agenda item, which is the Thomas Jefferson	01:41:25
9	High School for science admissions.	01:41:27
10	Ms. Pekarsky?	01:41:37
11	MS. PEKARSKY: Can you hear...you can hear me,	01:41:39
12	Dr. Anderson?	01:41:42
13	CHAIRWOMAN ANDERSON: Yes.	01:41:43
14	MS. PEKARSKY: Sorry, I'm having --	01:41:43
15	CHAIRWOMAN ANDERSON: Yes.	01:41:44
16	MS. PEKARSKY: -- having audio --	01:41:44
17	CHAIRWOMAN ANDERSON: I can hear you.	01:41:45
18	MS. PEKARSKY: I'm sorry.	01:41:46
19	CHAIRWOMAN ANDERSON: You're ready to go.	01:41:46
20	MS. PEKARSKY: I call on Ms. Omeish for the	01:41:47
21	motion.	01:41:50
22	MS. OMEISH: Just a clarification. Are we not	01:41:52
23	confirming closed actions?	01:41:55
24	CHAIRWOMAN ANDERSON: I apologize. I totally	01:42:00
25	skipped that piece. I apologize. Thank	01:42:02

1	you. Thank you so much, Ms. Omeish.	01:42:04
2	We're at 4.01 confirmation of action	01:42:07
3	taken in board meeting -- in closed	01:42:10
4	meetings.	01:42:14
5	This is a portion of the meeting	01:42:14
6	where the board will confirm any action	01:42:16
7	regarding issues that were discussed in	01:42:18
8	the closed meeting.	01:42:19
9	And I'll call on Ms. McLaughlin for	01:42:21
10	the motion.	01:42:30
11	Ms. McLaughlin? Is she with us or	01:42:33
12	did we lose her?	01:42:35
13	(No response.)	
14	Okay. Can I be heard? Okay. Thank	01:42:46
15	you.	01:42:52
16	Ms. McLaughlin, are you with us	01:42:52
17	still?	01:43:01
18	(No response.)	
19	Can anybody confirm?	01:43:03
20	FEMALE VOICE: Dr. Anderson, shall I --	01:43:05
21	(Audio distorted - unintelligible)	
22	Shall I try to get her on the phone?	01:43:08
23	CHAIRWOMAN ANDERSON: Please do. We'll just	01:43:11
24	take a couple of minutes here to get her	01:43:18
25	started. Oh, yes. Here she is.	01:43:20

1	MS. McLAUGHLIN: This is Ms. McLaughlin.	01:43:21
2	CHAIRWOMAN ANDERSON: I know. We're all	01:43:24
3	having difficulties tonight; so bear with	01:43:25
4	us, please.	01:43:29
5	Ms. McLaughlin, please go ahead.	01:43:30
6	MS. McLAUGHLIN: Yes, Madame Chair.	01:43:33
7	I move that the board authorize the	01:43:36
8	superintendent to execute the resolution	01:43:38
9	agreement according to the terms and	01:43:40
10	conditions discussed in closed session.	01:43:42
11	CHAIRWOMAN ANDERSON: Is there a second?	01:43:46
12	Thank you, Ms. Cohen. I see your	01:43:51
13	hand. Thank you very much.	01:43:53
14	All in favor of this action, please	01:43:55
15	raise your hands?	01:43:57
16	We have Ms. Cohen, Mr. Frisch,	01:43:59
17	Ms. Omeish, Ms. McLaughlin, Ms. Pekarsky,	01:44:01
18	Ms. Sizemore Heizer, Ms. Meren,	01:44:04
19	Ms. Corbett Sanders, Ms. Tholen,	01:44:06
20	Ms. Keys-Gamarra, Ms. Derenak Kaufax, and	01:44:08
21	myself. That is unanimous.	01:44:11
22	Thank you, Ms. McLaughlin and	01:44:13
23	Ms. Cohen.	01:44:16
24	Now, I will call on Ms. Pekarsky yet	01:44:17
25	again.	01:44:20

1 MS. PEKARSKY: Okay. I call on Ms. Omeish for 01:44:21
2 the motion. 01:44:24
3 MS. OMEISH: Madame Vice Chair, the hybrid 01:44:28
4 solution presented to the school board by 01:44:31
5 the superintendent on December 7th will 01:44:32
6 ensure that the Thomas Jefferson High 01:44:34
7 School for Science and Technology 01:44:36
8 continues to provide a high quality STEM 01:44:38
9 education. A diverse student body that 01:44:39
10 includes the wide variety of backgrounds, 01:44:42
11 experiences and skills enriches the 01:44:44
12 learning environment for the students at 01:44:46
13 TJ and prepares them to be science and 01:44:47
14 technology leaders in an increasingly 01:44:51
15 adverse work force. 01:44:53
16 I therefore move to direct the 01:44:54
17 superintendent to revise the admissions 01:44:55
18 process for Thomas Jefferson High School 01:44:57
19 Science and Technology utilizing the 01:44:59
20 hybrid merit lottery of the 01:45:01
21 superintendent's presentation to the board 01:45:04
22 on December 7th. The admissions process 01:45:06
23 must use only racial -- race-neutral 01:45:08
24 methods that do not seek to achieve any 01:45:11
25 specific racial or ethnic mix, balance or 01:45:13

1 targets. These changes are affected with 01:45:15
2 the admissions process for the class 01:45:17
3 entering TJ in the fall of 2021. 01:45:19
4 MS. PEKARSKY: Is there a second? 01:45:23
5 CHAIRWOMAN ANDERSON: I second. 01:45:25
6 MS. PEKARSKY: Ms. Omeish, would you like to 01:45:27
7 speak to your motion? 01:45:29
8 MS. OMEISH: Yeah. You know, the -- The 01:45:33
9 statement, I understand, is one that -- 01:45:34
10 that is important to capture what this 01:45:37
11 speaks to. I'll keep this brief. I 01:45:39
12 mean, we've been hashing this out for 01:45:42
13 many weeks and months. 01:45:43
14 I just wanted to clarify one piece 01:45:45
15 that I think got lost in the conversation 01:45:47
16 ever since the beginning. I remember, you 01:45:51
17 know, when -- when we were first presented 01:45:53
18 with the merit lot -- the merit lottery 01:45:55
19 proposal it had a different process than 01:46:00
20 this -- this merit lottery component; and 01:46:01
21 the key piece that really -- My eyes 01:46:05
22 opened when I came to understand, was that 01:46:07
23 the same evaluation we would have with all 01:46:11
24 the criteria and the tests that we will be 01:46:14
25 putting in place for that pool of a 01:46:17

1 hundred that would have been a com -- a 01:46:19
2 part of this is, in fact, being done 01:46:20
3 before the lottery; whereas, prior to 01:46:23
4 that, we had conversations about, you 01:46:27
5 know, that -- that being a check almost, 01:46:29
6 but that this was a necessary component 01:46:31
7 and that students had to meet a certain 01:46:34
8 threshold to be allowed both on the essay 01:46:36
9 and the student information sheet to even 01:46:39
10 be eligible. 01:46:41

11 So that's just a piece, you know, I 01:46:41
12 wanted to make sure I clarified for my 01:46:43
13 colleagues. I understand that, you know, 01:46:44
14 the Minority Student Achievement Oversight 01:46:46
15 Committee, the Title 1 Parent Advisory 01:46:49
16 Committee, "NOK-ka-set," NAACP, TJ Alumni 01:46:50
17 Group, there are many organizations that 01:46:54
18 have been in support of this; and out of 01:46:55
19 principle I wanted to make sure that this 01:46:57
20 was something that was heard. 01:47:00

21 But, again, clarifying that piece, 01:47:01
22 because I think this is where the 01:47:03
23 conversation -- we -- We got lost a 01:47:04
24 little bit in the conversation regarding 01:47:06
25 merit or the philosophy of all of these 01:47:09

1	things in -- in not noticing that key	01:47:12
2	detail in the adjusted proposal.	01:47:15
3	MS. PEKARSKY: Thank you, Ms. Omeish.	01:47:19
4	Dr. Anderson, would you like to	01:47:21
5	speak to this motion?	01:47:22
6	CHAIRWOMAN ANDERSON: I would. I, too, will	01:47:24
7	want to be very brief, because we have	01:47:25
8	been debating this issue for many months	01:47:27
9	now. But I am supportive of this	01:47:30
10	proposal because it is an opportunity for	01:47:32
11	us to have a race-neutral selection of	01:47:36
12	students to be admitted to TJ. We're	01:47:38
13	committed to building a diverse student	01:47:39
14	body that includes a wide variety of	01:47:41
15	backgrounds, as Ms. Omeish has shared;	01:47:43
16	and I believe this will be a good step to	01:47:46
17	get us there.	01:47:48
18	As it's been stated before, we are	01:47:50
19	seeking to expand opportunity for all of	01:47:52
20	our students; and I'm glad that Ms. Omeish	01:47:54
21	also highlighted that there's a merit	01:47:57
22	component to the merit lottery that	01:48:00
23	continues to be overlooked. This will not	01:48:02
24	be a method that selects students who are	01:48:05
25	not ready for TJ; and we've heard this	01:48:09

1 from Dr. Bonitatibus, the principal at TJ, 01:48:12
2 that there's such an expansion does not -- 01:48:15
3 will not reduce the level of students that 01:48:18
4 are admitted into TJ. 01:48:21

5 The goal here is not to disadvantage 01:48:24
6 or advantage any racial group or 01:48:27
7 socioeconomic group. In fact, this 01:48:31
8 proposal is to address such advantage that 01:48:33
9 has been in place of some -- of one group 01:48:36
10 over another. 01:48:39

11 As Ms. Omeish has shared, there's 01:48:40
12 been support for this proposal from MSAOC, 01:48:42
13 Title 1 advisory groups, as well as 01:48:45
14 numerous advocacy groups such as the NAACP 01:48:48
15 and the TJ Alumni Group. But to be clear, 01:48:50
16 this option does require some additional 01:48:55
17 work. But it is a good and -- It is an 01:48:58
18 adequate first step for us to promote 01:49:00
19 students from all areas of the county. 01:49:02

20 Some of the tenets of this option do 01:49:06
21 require your attention, such as the 01:49:08
22 reserve seats, because we know that will 01:49:10
23 not serve to enhance the culture of TJ, 01:49:13
24 which many students have spoken over the 01:49:16
25 last several months that are problematic. 01:49:18

1 While our board has done work to 01:49:21
2 enact changes, such as the removal of the 01:49:24
3 admission test -- I'm sorry, of the 01:49:27
4 assessment and of the application fee, and 01:49:29
5 also increasing the capacity, the seating 01:49:32
6 capacity at TJ, there is more work to do; 01:49:36
7 and I believe this is can be a step to 01:49:38
8 move us in that direction in a bold 01:49:40
9 fashion. 01:49:43
10 Thank you. 01:49:43
11 MS. PEKARSKY: Thank you. 01:49:46
12 Ms. Keys-Gamarra? 01:49:46
13 MS. KEYS-GAMARRA: Thank you. I -- I just 01:49:49
14 want to speak -- speak briefly because I 01:49:50
15 do thank Dr. Brabrand for bringing 01:49:55
16 forward this issue and giving this board 01:49:59
17 an opportunity to look at and take steps 01:50:02
18 to correct decades of missed opportunity 01:50:06
19 for many students across this county. 01:50:12
20 As we know, there have been students 01:50:15
21 that have not been recognized in many 01:50:19
22 regions, in many middle schools; and while 01:50:21
23 I think that this particular proposal is a 01:50:25
24 work in progress, and my hope had been 01:50:28
25 that we would continue to receive guidance 01:50:31

1 from experts, it was a departure and is a 01:50:35
2 departure from business as usual. 01:50:39

3 And if we are truly serious about 01:50:42
4 doing anti-racism type work on this board, 01:50:45
5 I hope that we will embrace opportunities 01:50:50
6 like this. And so I will be supporting 01:50:54
7 this today and will continue to advocate 01:50:56
8 for us to truly challenge ourselves and 01:51:00
9 make sure that we are offering opportunity 01:51:04
10 to every student in every corner of 01:51:07
11 Fairfax County. 01:51:09

12 Thank you. 01:51:10

13 MS. PEKARSKY: Thank you. 01:51:13

14 Mr. Frisch? 01:51:13

15 MR. FRISCH: Thanks. And I know we'll be 01:51:17
16 talking about this issue for a while, so 01:51:18
17 I'll try and keep this short. 01:51:20

18 I have zero doubts that there are 01:51:22
19 hundreds of students in our schools who 01:51:23
20 are overlooked, but who would thrive at TJ 01:51:26
21 if given the opportunity. 01:51:30

22 I do have doubts, though, and I hope 01:51:32
23 I'm wrong, that the proposed holistic 01:51:33
24 option will do an adequate job of bringing 01:51:36
25 these overlooked students into the process 01:51:38

1	and incentivizing investments in their	01:51:41
2	schools.	01:51:43
3	Lotteries consisting of	01:51:44
4	prequalified, talented and motivated	01:51:45
5	students are successfully used in other	01:51:47
6	top high schools across the United States.	01:51:49
7	They can work here, too; but the merit	01:51:52
8	lottery and subsequent revised hybrid	01:51:54
9	lottery will not be passing tonight. They	01:51:56
10	simply don't have the votes to succeed,	01:51:58
11	and that's the nature of public policy.	01:51:59
12	Sometimes you have the votes and sometimes	01:52:02
13	you do not.	01:52:03
14	We remember that those with whom we	01:52:04
15	disagree on one issue might agree with us	01:52:06
16	on the next, and we seek to attract rather	01:52:09
17	than repel.	01:52:12
18	I've done my best to ignore the	01:52:13
19	vitriol this conversation has inspired on	01:52:14
20	Twitter and elsewhere, especially when	01:52:17
21	I've had so many civil conversations with	01:52:20
22	parents, students and alumni on all sides	01:52:22
23	of this issue.	01:52:24
24	You will not hear me attacking TJ	01:52:26
25	alumni who simply want their school to do	01:52:27

1	a better job finding qualified students	01:52:30
2	and providing them with a campus climate	01:52:31
3	consistent with the promise of a caring	01:52:34
4	culture for every student.	01:52:36
5	I also won't complain about test	01:52:37
6	prep or purportedly wealthy families	01:52:39
7	flexing their financial mother -- muscle	01:52:41
8	to help their children succeed. These	01:52:44
9	families are simply paying by the rules	01:52:46
10	FCPS has given them, and they will	01:52:47
11	continue to do so whatever our decision is	01:52:49
12	made today.	01:52:52
13	This isn't about pitting one family	01:52:53
14	against another. It's about the rules we	01:52:54
15	set for all families. The charge of this	01:52:56
16	board is to put the resources of this	01:52:58
17	school division to the best possible use	01:53:00
18	for each and every student in each and	01:53:03
19	every school. I look forward to hearing	01:53:04
20	my colleagues this evening as we carefully	01:53:07
21	consider their various motions and	01:53:09
22	amendments, because I know they feel the	01:53:11
23	same way. Thank you.	01:53:12
24	MS. PEKARSKY: Thank you, Mr. Frisch.	01:53:16
25	I seeing no other speakers, I will	01:53:18

1 go ahead and re-read the motion. 01:53:19

2 The motion before us is: I, 01:53:22

3 therefore, move to direct the 01:53:24

4 superintendent to revise the admissions 01:53:25

5 process for Thomas -- TJ, utilizing the 01:53:28

6 hybrid merit lottery of the 01:53:31

7 superintendent's presentation to the board 01:53:33

8 on December 7th. The admission process 01:53:35

9 must use only race-neutral methods that do 01:53:38

10 not speak to achieve any specific racial 01:53:40

11 or ethnic mix, balance or targets. These 01:53:43

12 changes are effective with the admissions 01:53:46

13 process for the class entering in the fall 01:53:48

14 of 2021. 01:53:51

15 All those in favor? 01:53:53

16 Ms. Omeish, Ms. Keys-Gamarra, 01:54:00

17 Dr. Anderson, Mr. Frisch. 01:54:04

18 All those opposed? 01:54:06

19 Ms. McLaughlin, Ms. Tholen, 01:54:13

20 Ms. Corbett Sanders, Ms. Meren, 01:54:15

21 Ms. Sizemore Heizer, Ms. Cohen, 01:54:17

22 Ms. Derenak Kaufax, and Ms. Pekarsky. 01:54:20

23 I do not -- Are there any 01:54:24

24 abstentions? 01:54:29

25 (No response.)

1	And that motion fails.	01:54:32
2	FEMALE VOICE: Madame Vice Chair, did you	01:54:36
3	vote?	01:54:38
4	MS. PEKARSKY: Yes. I voted no. I --	01:54:39
5	FEMALE VOICE: Thank you.	01:54:40
6	CHAIRWOMAN ANDERSON: Thank you, Ms. Pekarsky.	01:54:44
7	I now call on Ms. Tholen for the	01:54:46
8	motion.	01:54:53
9	MS. THOLEN: Madame Chair, the holistic review	01:54:55
10	process presented to the school board by	01:54:57
11	the superintendent on December 7th will	01:54:59
12	ensure that the Thomas Jefferson High	01:55:02
13	School for Science and Technology	01:55:04
14	continues to provide a high quality STEM	01:55:06
15	education. A diverse student body that	01:55:08
16	includes a wide variety of backgrounds,	01:55:12
17	experiences, and skills enriches the	01:55:14
18	learning environment for the students at	01:55:17
19	TJ and prepares them to be the finest in	01:55:19
20	technology leaders that we need in a	01:55:22
21	increasingly diverse work force.	01:55:24
22	I thereby move to direct the	01:55:27
23	superintendent to revise the admissions	01:55:29
24	process for Thomas Jefferson High School	01:55:32
25	for Science and Technology utilizing the	01:55:34

1 holistic review process outlined on pages 01:55:37
2 10, 11 and 12 of the superintendent's 01:55:40
3 presentation to the board on December 7th. 01:55:44

4 The superintendent's holistic review 01:55:49
5 process must be modified to establish that 01:55:51
6 as part of the review process the task 1.5 01:55:55
7 percent of the 8th grade class at each 01:56:00
8 public middle school and who also meet the 01:56:03
9 minimum standards based on GPA in core 01:56:07
10 classes, student portrait sheet, 01:56:11
11 problem-solving essay and experience 01:56:14
12 factors will be eligible for admission. 01:56:17

13 The admission process must use only 01:56:21
14 race-neutral methods that do not seek to 01:56:23
15 achieve any specific racial or ethnic mix, 01:56:26
16 balance, or target. These changes are 01:56:29
17 effective with the admissions process for 01:56:32
18 the class entering TJ in the fall of 2021. 01:56:35

19 CHAIRWOMAN ANDERSON: Is there a -- I'm so 01:56:41
20 sorry. I'll put this on. 01:56:43

21 Is there a second? 01:56:44

22 Ms. Pekarsky. 01:56:48

23 Ms. Tholen, would you like to speak 01:56:49
24 to your motion? 01:56:51

25 MS. THOLEN: Yes, please. Thank you. 01:56:53

1 So while I understand the positive 01:56:55
2 points of doing a lottery admissions 01:56:57
3 process and thank the many advocates for 01:56:59
4 the hours of discussion and research on 01:57:01
5 this, I arrive at thinking about the TJ 01:57:05
6 admissions process from the perspective of 01:57:08
7 a parent of a TJ grad; and more 01:57:10
8 importantly, as someone that has spent 01:57:13
9 time as a middle school science teacher 01:57:15
10 and one that has spent hours and hours in 01:57:19
11 our Fairfax County middle schools and in 01:57:22
12 training middle school teachers to engage 01:57:24
13 students in hands-on problem-solving 01:57:26
14 efforts. 01:57:29
15 I have looked at the data generated 01:57:30
16 around their options and I cannot help but 01:57:32
17 think that a thoughtful deliberate process 01:57:35
18 across our district to identify students 01:57:38
19 that will thrive at TJ will bring us 01:57:41
20 students that are interested in STEM and 01:57:43
21 also have the aptitude to achieve in an 01:57:46
22 attentive math and science environment. 01:57:49
23 Importantly included in this motion 01:57:52
24 is something where we can strive toward a 01:57:55
25 minimum number of admissions from each 01:57:57

1 school and thoughtfully ensure the 01:58:00
2 increased geographic diversity of entrants 01:58:03
3 and then have a cadre of students that can 01:58:07
4 assist us in recruitment and outreach 01:58:09
5 efforts over the upcoming years so we can 01:58:12
6 build the strength of the TJ pipeline in 01:58:14
7 every single one of our middle schools. 01:58:17
8 And we'll have staff more and more 01:58:21
9 incentivized to identify and work with 01:58:24
10 future applicants in every one of these 01:58:27
11 schools. 01:58:30
12 Please note that this method 01:58:30
13 described will eliminate the regional cap. 01:58:32
14 Thank you. 01:58:36
15 CHAIRWOMAN ANDERSON: Ms. Pekarsky, would you 01:58:39
16 like to speak to your second? 01:58:40
17 MS. PEKARSKY: Sure. Very briefly. This 01:58:42
18 motion will ensure that we are 01:58:45
19 identifying highly- qualified 01:58:46
20 academically-exceptional students in all 01:58:49
21 FCPS schools and providing them the 01:58:52
22 opportunity to enroll at Thomas Jefferson 01:58:55
23 High School. 01:58:58
24 This diverse student body will have 01:58:59
25 a positive impact to -- to the entire TJ 01:59:01

1	body, I'm sorry, in their school	01:59:08
2	experiences.	01:59:10
3	I want to thank the many community	01:59:11
4	advocates who have shared their thoughts	01:59:13
5	and comments during this process, and I	01:59:15
6	encourage my fellow board members to	01:59:17
7	support this motion tonight so our	01:59:19
8	students and their families know what	01:59:22
9	their path forward is for next year.	01:59:24
10	Thank you.	01:59:27
11	CHAIRWOMAN ANDERSON: Thank you, Ms. Pekarsky.	01:59:30
12	Do we have any other board members	01:59:31
13	wishing to speak to this motion?	01:59:32
14	Ms. Corbett Sanders, go ahead.	01:59:35
15	MS. CORBETT SANDERS: I am going to try to get	01:59:38
16	my camera working. If I start to have	01:59:41
17	computer issues, I will switch. Hold	01:59:46
18	on -- my video, I mean.	01:59:50
19	CHAIRWOMAN ANDERSON: Ooh, you're already	01:59:52
20	starting to have issues.	01:59:54
21	MS. CORBETT SANDERS: Let's see.	01:59:57
22	CHAIRWOMAN ANDERSON: Ms. Corbett Sanders?	01:59:58
23	MS. CORBETT SANDERS: I don't think that's	02:00:00
24	working. I...	02:00:01
25	CHAIRWOMAN ANDERSON: Yeah. I am not sure --	02:00:02

1	MS. CORBETT SANDERS: ...gonna have...	02:00:03
2	CHAIRWOMAN ANDERSON: -- if your --	02:00:03
3	MS. CORBETT SANDERS: There's -- It's not...	02:00:04
4	Okay. So I represent the Mount	02:00:11
5	Vernon Magisterial District. It has	02:00:13
6	perhaps one of the lowest probabilities of	02:00:15
7	getting students into TJ of anywhere in	02:00:18
8	the county, and it is for that reason that	02:00:20
9	I approach the work before us with a lot	02:00:23
10	of thought and a lot of deliberation.	02:00:27
11	And we are here as policy makers to	02:00:32
12	enact policy that are intentional and that	02:00:34
13	express -- that are explicit in our	02:00:38
14	desire, and our desire tonight is to	02:00:40
15	ensure that there is equity of access and	02:00:43
16	equity of opportunity for students	02:00:47
17	throughout Fairfax County at each	02:00:50
18	individual middle school in Fairfax County	02:00:53
19	to be able to to take advantage of the	02:00:56
20	wonderful opportunities at TJ.	02:00:58
21	And so I've spent a lot of time	02:01:02
22	speaking with advocates and researching	02:01:03
23	best practices and admissions policies	02:01:05
24	across the country; and as we all know,	02:01:07
25	there are arguments being made in support	02:01:10

1 of each of the approaches that have been 02:01:12
2 brought to us by Dr. Brabrand; but I 02:01:14
3 wanted to make sure that we had some 02:01:17
4 independent sources to look at; and this 02:01:20
5 is where I looked at the Brookings 02:01:23
6 Institute report and proceedings that have 02:01:25
7 been taking place in Richmond with Maggie 02:01:27
8 Walker and the schools in Boston; and in 02:01:30
9 my research I have found compelling 02:01:33
10 evidence supporting this more 02:01:35
11 comprehensive review in proposal 2 coupled 02:01:37
12 with the very intentional experience 02:01:41
13 factors that have been added into this 02:01:43
14 process. 02:01:46
15 It is with this intentional approach 02:01:47
16 that places like Chicago have used 02:01:49
17 geographic diversity in select -- in 02:01:54
18 ensuring diversity in their select high 02:01:58
19 schools. They ensure that there is a 02:02:01
20 representation by census tract in Chicago. 02:02:02
21 And in Boston recently Ibram X. 02:02:05
22 Kendi advocated for a minimum number of 02:02:08
23 seats for each of the elite schools to be 02:02:11
24 allocated by ZIP code. And a recent study 02:02:14
25 by the National Institutes of Health and 02:02:17

1	the Association of Urban Colleges and	02:02:19
2	Universities on how to increase diversity	02:02:21
3	in the healthcare profession identified a	02:02:24
4	holistic approach as the most effective	02:02:27
5	means of ensuring that schools are able to	02:02:29
6	realize their diversity goals.	02:02:32
7	The urban universities for this	02:02:34
8	health to study with support from the	02:02:36
9	Health Resources and Services	02:02:38
10	Administration and the National Institutes	02:02:40
11	of Health conducted a large scale national	02:02:43
12	study on admissions in the health	02:02:45
13	professions. The study found schools	02:02:47
14	using a holistic admissions process	02:02:50
15	experience both increases in the diversity	02:02:52
16	of their incoming classes and schools	02:02:55
17	using holistic admissions processes	02:02:57
18	reported increases in their student	02:03:00
19	engagement with the community, student	02:03:02
20	cooperation in teamwork, and students'	02:03:04
21	openness to perspectives different from	02:03:07
22	their own.	02:03:09
23	Additionally, they found that	02:03:11
24	schools using many elements of a holistic	02:03:12
25	view -- review process reported that the	02:03:16

1 diversity of their incoming classes -- 02:03:18
2 (Bell ringing.)
3 -- had increased more than it had at 02:03:20
4 schools that had used fewer holistic 02:03:22
5 review practices. 02:03:24
6 And for those who may say that we 02:03:26
7 are not doing enough, I offer that this 02:03:27
8 board is being very intentional in its 02:03:29
9 approach to the challenge before it. 02:03:33
10 We've already eliminated the test and the 02:03:34
11 application fee, and increased the size of 02:03:36
12 the freshman class. What we will do 02:03:38
13 tonight will be more intentional by 02:03:40
14 establishing a minimum number of seats per 02:03:42
15 middle school. We also have a number of 02:03:44
16 follow-on motions that build on the 02:03:46
17 direction provided to the superintendent 02:03:48
18 in October to ensure equity of access to 02:03:50
19 advanced academics in all of our 02:03:53
20 elementary schools; and these motions will 02:03:55
21 ensure that we achieve our objective of 02:03:57
22 ensuring greater opportunities for 02:03:59
23 students across the county to attend TJ. 02:04:02
24 CHAIRWOMAN ANDERSON: Thank you, Ms. Corbett 02:04:05
25 Sanders. 02:04:06

1	Ms. Cohen, followed by Ms. Meren.	02:04:07
2	MS. COHEN: Guys, we're all having trouble	02:04:19
3	with our cameras tonight.	02:04:21
4	CHAIRWOMAN ANDERSON: A little bit.	02:04:22
5	MS. COHEN: I just wanted to say, you know, I	02:04:25
6	know I have many constituents who I think	02:04:27
7	so highly of, who are immensely	02:04:31
8	disappointed tonight; and I want you to	02:04:34
9	know your advocacy was not in vein.	02:04:37
10	You're helping to expand access to TJ to	02:04:40
11	many kids who have felt like they were	02:04:43
12	not TJ kids.	02:04:45
13	All middle schools will now be	02:04:48
14	represented at TJ and that is because of	02:04:49
15	you. We will keep working to make this	02:04:52
16	process more open and more inclusive	02:04:55
17	because this is not a sprint. It's a	02:04:58
18	marathon.	02:05:02
19	Our next hurdle is to work together	02:05:03
20	to expand the pipeline of opportunity for	02:05:04
21	all of our kids starting in our elementary	02:05:07
22	schools with access to accelerated math	02:05:10
23	opportunities, full-time AARTs [sic] in	02:05:12
24	every school, school-sponsored after-	02:05:16
25	school clubs and activities, and math and	02:05:19

1 science opportunities in all of our middle 02:05:22
2 schools. 02:05:25
3 If all we do tonight is change the 02:05:26
4 admissions process for TJ and not change 02:05:29
5 who applies to TJ, not change who sees 02:05:34
6 themselves as TJ kids, and not work to 02:05:38
7 expand what that means at TJ, that 02:05:43
8 everybody can feel included and valued, 02:05:46
9 then we're not doing our job. And we know 02:05:50
10 you're gonna keep us honest on that, and 02:05:53
11 I'm grateful for it. 02:05:55
12 CHAIRWOMAN ANDERSON: Thank you. 02:06:00
13 Ms. Meren, followed by Ms. Sizemore 02:06:01
14 Heizer. 02:06:08
15 MS. MEREN: Yes. Thank you. 02:06:09
16 I've said this several times this 02:06:13
17 week, not only on the topic of TJ but 02:06:14
18 other topics. It's the role of the 02:06:17
19 community advocates to seek out what they 02:06:19
20 think that students deserve; and I have 02:06:21
21 been in those shoes for many years and I 02:06:24
22 respect the outreach and advocacy, and I 02:06:26
23 hope the community knows that even if the 02:06:28
24 decision hasn't gone the way that you 02:06:30
25 advocated for, your input was essential in 02:06:32

1 educating me about the options and the 02:06:35
2 desires of Fairfax County, whether it was 02:06:38
3 coming from a student, a parent, or alumni 02:06:40
4 or other community members. 02:06:44
5 I've learned a lot in these past 02:06:46
6 months. I've read analysis, letters, 02:06:48
7 reports, historical accounts of TJ and 02:06:49
8 proposals, had conversations and I'm 02:06:52
9 making the best decision I can tonight 02:06:55
10 based on what I think is possible given 02:06:57
11 the resources that the school division has 02:06:59
12 and how we can best support students and 02:07:01
13 getting more students into TJ and 02:07:04
14 supporting them in that -- that 02:07:06
15 transition. 02:07:08
16 I agree with what's been said. This 02:07:08
17 is not the end of the work on TJ 02:07:10
18 admissions. As I'll support and just sum 02:07:12
19 with Ms. Cohen, we want to know what's 02:07:16
20 happening with monitoring admissions; and 02:07:18
21 I do wish that part of this admissions 02:07:21
22 proposal from the superintendent included 02:07:23
23 from the outset more about the changes in 02:07:24
24 the pipeline to prepare more students too 02:07:27
25 so that they are ready to access TJ and 02:07:30

1 advanced programs. 02:07:33

2 You know, it's been talked about; 02:07:35

3 but this was a time to really start 02:07:36

4 detailing the policy for things like that. 02:07:38

5 You know, the early childhood programming, 02:07:40

6 comparable courses being offered in 02:07:42

7 extracurricular activities across 02:07:46

8 elementary and middle schools. 02:07:48

9 I believe that the anti-racist work 02:07:51

10 that this is part of, it's -- it is part 02:07:54

11 of it; and there's many things that I know 02:07:57

12 this board has already done this year to 02:07:59

13 center anti-racist work at FCPS. So for 02:08:01

14 those of you who wanted more on this 02:08:04

15 tonight, I do believe that we are seeking 02:08:07

16 out anti-racist work and eradicating 02:08:10

17 racism is as essential as anything else 02:08:13

18 that we do. 02:08:15

19 And so I look forward to continuing 02:08:16

20 this work not only in TJ admissions in 02:08:18

21 advanced academic programs but in all the 02:08:20

22 ways that we can dismantle racism and 02:08:22

23 increase access, whether to include all 02:08:25

24 students from all walks of life who have 02:08:29

25 the talent and desire and capabilities 02:08:31

1 to -- to thrive in -- in their best 02:08:35
2 environments. 02:08:37
3 Thank you. 02:08:38
4 CHAIRWOMAN ANDERSON: Thank you. I apologize, 02:08:38
5 folks; but the hands are jumping all over 02:08:40
6 the place; so it's not consistent with 02:08:42
7 what I have here on my list. 02:08:44
8 Ms. Sizemore Heizer, you're next, 02:08:46
9 followed by Ms. Derenak Kaufax. 02:08:48
10 MS. SIZEMORE HEIZER: Thank you, Dr. Anderson. 02:08:53
11 and I just have a quick question first 02:08:55
12 for staff or our legal counsel. Just to 02:08:57
13 confirm here that when we're looking at 02:08:59
14 this motion number 2, it -- you know, I'm 02:09:02
15 basing it on Dr. Brabrand's presentation 02:09:05
16 from December 7th, it no longer con -- 02:09:07
17 contains the regional pathways, but 02:09:09
18 rather a 1.5 percent per each middle 02:09:12
19 school. 02:09:14
20 So if someone could -- could confirm 02:09:14
21 that for me, I would appreciate it. 02:09:16
22 CHAIRWOMAN ANDERSON: Mr. Smith, go ahead. Or 02:09:20
23 Dr. Brabrand? 02:09:22
24 MR. SMITH: So I -- I can share that my 02:09:25
25 camera's not working here. I guess we're 02:09:27

1 all having video issues tonight. 02:09:29
2 So, yes, that is correct. So by 02:09:32
3 going with the 1.5 percent methodology, it 02:09:35
4 would preclude the regional pathways. 02:09:39
5 MS. SIZEMORE HEIZER: Great. Thank you. I 02:09:41
6 appreciate it and that was my only 02:09:42
7 question of how that -- And I won't 02:09:45
8 re -- I agree with -- with many of the 02:09:46
9 things my colleagues have said tonight; 02:09:49
10 and so I don't want to reiterate a lost 02:09:50
11 it. But I do want to give a thank you to 02:09:52
12 all of the advocates who have reached out 02:09:55
13 to me and the many hours of thoughtful 02:09:57
14 meetings I've had or sat in on and 02:09:59
15 listened to advocates who have a lot of 02:10:01
16 passion and great desire to make TJ a 02:10:04
17 place that is truly accessible to all of 02:10:08
18 the populations who have a passion and 02:10:12
19 aptitude for STEM. And so I really 02:10:14
20 appreciate all of your work, your 02:10:17
21 advocacy; and please do know that I have 02:10:18
22 listened very thoughtfully to all -- 02:10:21
23 everybody, done the research, read 02:10:23
24 hundreds of pages of documents and really 02:10:27
25 sat and thought about what is the best 02:10:29

1 path forward. 02:10:32

2 And like some of my colleagues who 02:10:32

3 have spoken tonight, I think the idea of 02:10:34

4 having a -- a path for each middle school 02:10:36

5 for a student at each middle school to be 02:10:40

6 able, those who have the talent and 02:10:43

7 aptitude and passion for STEM, to be able 02:10:45

8 to access TJ and then become that peer for 02:10:47

9 other students who are following behind 02:10:51

10 them I think is a fantastic option. 02:10:53

11 And so I will be supporting this 02:10:55

12 plan tonight. Like Ms. Cohen said, we'll 02:10:58

13 continue to watch and monitor and it is 02:11:00

14 important that TJ be the place where those 02:11:03

15 who have that passion and aptitude for 02:11:06

16 STEM can access it from all across the 02:11:08

17 county. 02:11:10

18 So I thank my colleagues for 02:11:10

19 bringing this motion and I thank all of 02:11:12

20 the advocates. Please, all of you who 02:11:14

21 advocate, keep advocating. Find the next 02:11:16

22 issue that you -- you are passionate 02:11:18

23 about, or keep on this issue; but it is 02:11:20

24 our community advocates who make us do our 02:11:22

25 job as best as we can. So thank you for 02:11:25

1	all of the advocacy.	02:11:32
2	CHAIRWOMAN ANDERSON: Thank you.	02:11:39
3	Ms. Derenak Kaufax?	02:11:42
4	MS. DERENAK KAUFAX: Sorry. I'm trying to get	02:11:44
5	my camera to work, like everybody.	02:11:45
6	CHAIRWOMAN ANDERSON: No problem.	02:11:52
7	MS. DERENAK KAUFAX: There we go. So, first	02:11:55
8	of all, I want to say I do not want to	02:11:57
9	destroy TJ. TJ, as I have stated at our	02:11:58
10	work session, and for many years, is	02:12:02
11	simply one data point that highlights the	02:12:04
12	fact that there is an imbalance of	02:12:06
13	academic achievement and inequity across	02:12:08
14	FCPS; and we at FCPS must take	02:12:10
15	responsibility for this imbalance.	02:12:13
16	This is why on October 22nd I put	02:12:15
17	forward a motion to address the many	02:12:17
18	systemic issues that have impacted the	02:12:19
19	diversity at TJ. These are issues that	02:12:21
20	impact high ability or gifted learners	02:12:23
21	and/or often leave potential in students	02:12:24
22	unidentified from very early-on. These	02:12:28
23	are issues such as inequities in math and	02:12:30
24	science curriculum in elementary and	02:12:32
25	middle schools, inequity in	02:12:34

1 extracurricular and STEM opportunities in 02:12:35
2 elementary and middle schools. 02:12:37

3 Young scholars programs that are not 02:12:39
4 administered uniformly or with fidelity, 02:12:41
5 not having advanced academic resource 02:12:43
6 teachers in all of our elementary schools, 02:12:45
7 and not utilizing AAP curriculum in 02:12:47
8 differentiated ways for all learners, and 02:12:49
9 failures after many efforts of outreach to 02:12:51
10 help parents in our community understand 02:12:53
11 that advanced academic program means not 02:12:56
12 elitist, but truly a form of special 02:12:58
13 education that is required by our state to 02:12:59
14 meet the needs of a small population who's 02:13:03
15 learning levels are remarkably different 02:13:05
16 from their school-age peers. 02:13:07

17 So what to do about TJ? A 02:13:09
18 governor's school whose purpose from the 02:13:11
19 Virginia Department of Education was 02:13:13
20 created to give gifted students academic 02:13:15
21 and visual and performing arts 02:13:17
22 opportunities beyond those normally 02:13:18
23 available to students in their home 02:13:20
24 schools. 02:13:23

25 I do not believe that what we have 02:13:24

1 before us is addressing the true systemic 02:13:25
2 issues that I just talked about that 02:13:28
3 impact diversity at TJ. The need to 02:13:29
4 frontload programming. This will truly 02:13:32
5 make the long-term impact. 02:13:34
6 If I'd been able to get support, I 02:13:36
7 would have postponed tonight's votes to 02:13:38
8 look deeper and engage the community 02:13:39
9 further on this issue. Our community is 02:13:41
10 polarized and angry and this is never the 02:13:43
11 best way to move forward. But what we 02:13:46
12 have before us is the sixth change to TJ 02:13:48
13 admissions in nine years. It is an 02:13:50
14 imperfect solution. 02:13:52
15 Time will tell if it will bring 02:13:55
16 about the changes hoped for; but until we 02:13:56
17 address systemic issues, the pipeline, the 02:13:59
18 disparities, and implement accountability 02:14:01
19 by region and by school, I fear that 02:14:04
20 student potential will still not be 02:14:07
21 identified in the ways that we had hoped 02:14:09
22 for. 02:14:12
23 But is this imperfect solution the 02:14:13
24 next best step forward, is where we are 02:14:15
25 tonight, and I will most likely support it 02:14:18

1 as long as we have accountability statutes 02:14:22
2 that are there in place. 02:14:25

3 I, too, thank the community that has 02:14:27
4 talked to us, reached out to us. I know 02:14:31
5 this has been an emotional issue. And 02:14:34
6 please know that it's not our desire, as I 02:14:37
7 said, to destroy TJ but to open up 02:14:41
8 opportunities for those students who have 02:14:45
9 unidentified potential. But we can only 02:14:47
10 do it as a system if we do it in a way 02:14:50
11 that addresses all the inequities that 02:14:53
12 exist right now, so I will be -- 02:14:55

13 (Bell ringing)

14 -- supporting this; but we must 02:14:58
15 address the systemic issues; because 02:15:00
16 that's really what's gonna make the 02:15:02
17 difference. 02:15:04

18 CHAIRWOMAN ANDERSON: Thank you, Ms. Derenak 02:15:05
19 Kaufax. 02:15:07

20 Ms. McLaughlin followed by 02:15:07
21 Ms. Omeish. 02:15:08

22 MS. McLAUGHLIN: Thank you. I do share the 02:15:16
23 very serious concerns that my colleague, 02:15:20
24 Ms. Derenak Kaufax just outlined, so I'm 02:15:22
25 not gonna repeat the things that she 02:15:26

1	said; but I am very concerned and I'm	02:15:29
2	gonna say what I've shared in multiple	02:15:31
3	work sessions related to TJ.	02:15:34
4	I think it's shameful that this	02:15:38
5	school system has not been successful to	02:15:40
6	date, and when you look at the	02:15:43
7	representation at TJ. And what's really	02:15:46
8	shameful about it is that selected	02:15:49
9	universities, our very best in the United	02:15:51
10	States, have succeeded for decades to have	02:15:54
11	highly-diverse, high-achieving student	02:15:57
12	bodies.	02:16:00
13	I have shared my decade's worth of	02:16:01
14	experience as a former Georgetown	02:16:04
15	admissions officer, and an admissions	02:16:05
16	reader for Duke. I've seen how these	02:16:08
17	universities do an amazing job of making	02:16:10
18	sure that they have a highly- diverse	02:16:12
19	student population and remain some of the	02:16:14
20	best universities in the country, because	02:16:16
21	it really is about providing opportunity	02:16:18
22	for all, is a holistic admissions process	02:16:21
23	that allows every child to be considered	02:16:23
24	in light of their environment.	02:16:27
25	The problem is that FCPS for so	02:16:29

1 long, from what I can certainly see did 02:16:33
2 not consult with experts. They could have 02:16:35
3 easily solved this many years ago and 02:16:37
4 we're here today with all of the things 02:16:40
5 that have torn apart the community. 02:16:43
6 I have no doubt that through 02:16:46
7 highly-skilled holistic admissions process 02:16:49
8 we absolutely could see better 02:16:52
9 representation from across this county 02:16:55
10 geographically alone. 02:16:58
11 I'm really upset that we're doing 02:17:00
12 this so quickly, that at 4:30 this 02:17:02
13 afternoon, there was nothing posted -- no 02:17:06
14 motions, no amendments, no follow-ons, not 02:17:10
15 for me, not for the public to be able to 02:17:13
16 be able to review and read. This is not 02:17:14
17 how we do the board work. This is not 02:17:17
18 public transparency. 02:17:19
19 I have shared before that I do not 02:17:21
20 believe all the things our superintendent 02:17:24
21 led us to believe had to get made and done 02:17:25
22 for this admissions cycle needed to be 02:17:28
23 done. After all of my time on the board, 02:17:32
24 I believe that we -- we absolutely have to 02:17:34
25 be making very much the data-driven 02:17:36

1 decisions in front of us. 02:17:39
2 We've got nothing here about teacher 02:17:41
3 recommendations, not without the data 02:17:43
4 analysis that would show whether or not we 02:17:45
5 have concerns and how do we address being 02:17:48
6 able to best utilize teacher 02:17:51
7 recommendations; but they're used every 02:17:52
8 year by the colleges and we certainly 02:17:54
9 haven't heard from our families that we 02:17:57
10 need to lobby to get rid of them in the 02:17:59
11 college admissions process either. 02:18:01
12 I really appreciate the fact that 02:18:04
13 our board as a body was trying to find the 02:18:06
14 way of compromise on this main motion 2; 02:18:13
15 but before I can say -- 02:18:17
16 (Bell ringing)
17 -- whether or not (audio distortion 02:18:18
18 - unintelligible) for Dr. Brabrand, please 02:18:19
19 explain how the region-by-region review no 02:18:23
20 longer exists and how will you be reading 02:18:27
21 these applicants then? 02:18:29
22 CHAIRWOMAN ANDERSON: Dr. Brabrand? 02:18:34
23 DR. BRABRAND: Yeah. Thank you very much, 02:18:36
24 Ms. McLaughlin. I'm gonna let Mr. Smith 02:18:37
25 talk about how we're gonna be doing the 02:18:40

1 approach now with the -- with the 02:18:42
2 minimums for each school. 02:18:43
3 Mr. Smith, can you share a little 02:18:44
4 bit more about that versus the regional 02:18:46
5 pathway we had outlined before? 02:18:47
6 MR. SMITH: Well, so based on the -- the 02:18:51
7 motion before the board, we would look at 02:18:53
8 minimums for each school; and there are 02:18:58
9 aspects of the process that I don't feel 02:19:02
10 are appropriate to share in a public 02:19:06
11 setting because of proprietary nature of 02:19:08
12 the methodology, but we would be looking 02:19:11
13 at each school and having a set number of 02:19:15
14 the overall student population, that 1.5 02:19:20
15 percent over -- of the overall student 02:19:22
16 population who were eligible for TJ, they 02:19:24
17 would be considered for the process. 02:19:29
18 And I can certainly share anything 02:19:31
19 more with the board with more specifics at 02:19:33
20 a different time. 02:19:38
21 MS. McLAUGHLIN: Madame Chair, I -- Just to 02:19:40
22 clarify, since my question wasn't 02:19:41
23 answered, Mr. Smith, I'm not asking for 02:19:44
24 proprietary information. We currently 02:19:46
25 publicly make known that we review 02:19:48

1 students in a county-wide process. Then 02:19:50
2 the superintendent said we're gonna try 02:19:53
3 and give better geographic diversity on a 02:19:55
4 region-by-region review with pre-allotted 02:19:57
5 slots per region. 02:20:00
6 Now, by getting rid of, as -- as 02:20:02
7 you're saying, the region-by-region 02:20:05
8 pre-allotted slot, then it either goes 02:20:08
9 back to being we're going to ensure 02:20:12
10 minimums across all the middle schools and 02:20:14
11 then the rest of the students are read 02:20:17
12 how? Are they read in the way we do them 02:20:19
13 now, county-wide, or being read 02:20:22
14 differently? That's not a secret. 02:20:25
15 That's -- The superintendent told us you 02:20:27
16 were going to read them region by region. 02:20:30
17 You need to tell the board what are 02:20:32
18 you doing. Beyond the 1.5 as the minimum, 02:20:35
19 are you reading them school by school or 02:20:39
20 are you reading them region by region or 02:20:40
21 are you reading them county-wide as a 02:20:41
22 whole pool? We need to know that before 02:20:44
23 we vote on this same motion tonight. 02:20:46
24 That's just the responsible thing to do. 02:20:49
25 Otherwise the board members have no idea 02:20:50

1	what we're actually granting the	02:20:52
2	superintendent to do.	02:20:55
3	MR. SMITH: So there's been -- There's been	02:20:57
4	no discussion about a region by region.	02:20:58
5	We would be looking at those students	02:21:00
6	holistically as a system, as a school	02:21:02
7	system.	02:21:05
8	MS. McLAUGHLIN: Mr. Smith, it's in the Power	02:21:06
9	Point presentation; and the language of	02:21:07
10	this motion says we're gonna follow	02:21:09
11	what's in the Power Point presentation	02:21:11
12	for option 2, which is to read region by	02:21:13
13	region with allotted slots per region.	02:21:16
14	So unless we're committing to that,	02:21:19
15	it's not happening. It's not in the	02:21:23
16	motion and, therefore, there's nothing	02:21:25
17	that tells us how the division's going to	02:21:28
18	read these applications. And that's a	02:21:31
19	transparency piece for both the board and	02:21:34
20	the public.	02:21:36
21	CHAIRWOMAN ANDERSON: Ms. McLaughlin --	02:21:41
22	MS. McLAUGHLIN: (Overspeaking-unintelligible)	
23	CHAIRWOMAN ANDERSON: -- if I may offer	02:21:42
24	that -- that second piece -- and this may	02:21:44
25	not be helpful, but I'm hoping that it	02:21:46

1 is. And I'm trying to find the language. 02:21:48
2 The second piece regarding the 02:21:50
3 school-by-school approach was an 02:21:53
4 amendment to the main motion. This came 02:21:55
5 from board members. That's how that got 02:21:58
6 added. But it is not part of the Power 02:22:00
7 Point. 02:22:02
8 I'm not sure if this is helpful. 02:22:03
9 And, Mr. Foster, if you wouldn't 02:22:04
10 mind offering some additional 02:22:06
11 clarification, that would be helpful as 02:22:08
12 well. 02:22:12
13 MR. FOSTER: Well, I think Mr. Smith walked 02:22:12
14 through it. You know, I'm the legal 02:22:14
15 counsel. I don't do the operations 02:22:15
16 piece. But I -- My key takeaway is that 02:22:17
17 this will be done on a county-wide basis, 02:22:20
18 as Mr. Smith -- I thought I heard him 02:22:25
19 describe a moment ago. And I -- I think 02:22:27
20 that's the key -- the key takeaway in 02:22:29
21 response to response to Ms. McLaughlin's 02:22:31
22 question. 02:22:34
23 CHAIRWOMAN ANDERSON: Thank you. 02:22:35
24 Ms. McLaughlin, I'm happy to put you 02:22:35
25 in a go-back; but I do know your time 02:22:37

1 expired, and we have a couple more 02:22:39
2 speakers. 02:22:41
3 MS. McLAUGHLIN: (Overspeaking-unintelligible)
4 CHAIRWOMAN ANDERSON: Would you like for me to 02:22:41
5 do that? 02:22:42
6 MS. McLAUGHLIN: My -- Yes. Thank you. My 02:22:44
7 questions are salient and they're not -- 02:22:45
8 they're not clearly answered. Thank you. 02:22:46
9 CHAIRWOMAN ANDERSON: Of course. 02:22:49
10 Ms. Omeish, go ahead, followed by 02:22:50
11 Ms. Keys-Gamarra. 02:22:52
12 MS. OMEISH: Thanks. And -- and I thank you 02:22:55
13 to my colleagues for indulging me here. 02:22:57
14 I know, you know, I spoke a little bit 02:22:59
15 earlier to a different piece. 02:23:01
16 But I do want to start off by 02:23:02
17 thanking Ms. Pekarsky and Ms. Tholen for 02:23:04
18 the hard work they did put into this. It 02:23:06
19 was not, you know, without many 02:23:09
20 conversations and back-and-forth and 02:23:10
21 trying to bring folks together. And that, 02:23:13
22 I -- I just -- I want to publicly 02:23:15
23 recognize that and acknowledge... 02:23:18
24 MR. SMITH: She wants to know how we're going 02:23:24
25 to -- how we're going to place students. 02:23:25

1 MS. OMEISH: Right. 02:23:28
2 CHAIRWOMAN ANDERSON: Mr. Smith -- I'm sorry. 02:23:29
3 MS. OMEISH: I think we're good now. I think 02:23:31
4 we're good now. Okay. 02:23:35
5 CHAIRWOMAN ANDERSON: Okay. 02:23:38
6 MS. OMEISH: Sorry. I just want to make sure 02:23:38
7 that that's something that is said and 02:23:39
8 recognized by all of us. 02:23:41
9 I -- I -- I also am careful here. 02:23:44
10 I will support this for -- you know, with 02:23:47
11 the understanding that we're moving 02:23:49
12 forward here with a number of amendments 02:23:51
13 and options as to how to make this better. 02:23:53
14 My fear is, you know, we move away from -- 02:23:56
15 we've already moved away from the -- the 02:23:59
16 quantitative test, for lack of a better 02:24:01
17 way of articulating it, let's say the 02:24:03
18 standardized test; but we are now facing a 02:24:06
19 quasi test of a different form; and unless 02:24:09
20 we're intentional with additional pieces, 02:24:13
21 I worry about finding ourselves in the 02:24:16
22 same place as was tried years ago. 02:24:18
23 I -- I am, you know, particularly 02:24:22
24 appreciative of the 1.5 piece that's here; 02:24:23
25 and I look forward to seeing the -- the 02:24:26

1 additional motions that will bring us 02:24:27
2 along further. 02:24:29

3 At the end of the day, I know folks 02:24:31
4 have shared, you know, their personal 02:24:33
5 experiences with TJ and -- and these kinds 02:24:36
6 of institutions or these programs, and I 02:24:37
7 haven't shared before with my colleagues 02:24:41
8 or with the public that these things are 02:24:44
9 personal to me, too; right? I mean, I -- 02:24:47
10 I'm some -- I'm one of those kid. I'm 02:24:49
11 one of those students whose parents 02:24:51
12 expected no less than 100 percent on every 02:24:52
13 assignment ever; and, you know, ended up, 02:24:54
14 my siblings and I, in competitive places. 02:24:58
15 And it's because of that, and it's because 02:25:02
16 of what I saw of disparity as I, you know, 02:25:04
17 got lucky in these opportunities that I'm 02:25:08
18 so passionate about wanting to make sure 02:25:09
19 this was accessible for students. 02:25:11

20 At the end of the day, in trying to 02:25:13
21 bring us together and in the spirit of 02:25:15
22 what Ms. Pekarsky and Ms. Tholen brought 02:25:16
23 this forward to do, there are 02:25:18
24 philosophical questions here that make 02:25:21
25 this a very difficult conversation to 02:25:24

1 have, let alone have the community on the 02:25:25
2 same page about. Right? 02:25:28
3 Like what is the role of TJ? Is it 02:25:29
4 a place of opportunity? Is it an 02:25:31
5 incubator for STEM talent? These are 02:25:33
6 questions that remain in a conversation 02:25:35
7 that needs to be resolved. 02:25:37
8 What is hard work? What does it 02:25:39
9 mean to earn something or be deserving of 02:25:40
10 an opportunity? And where does that fit 02:25:43
11 and fit with our societal realities? 02:25:46
12 Whose role is it to address systemic 02:25:49
13 injustices that we know are a factor of 02:25:51
14 our realities? Is that -- To what extent 02:25:55
15 is our school board responsible for making 02:25:58
16 decisions that attempt to correct or 02:26:01
17 address or modify different pieces of 02:26:03
18 what's going on out there? 02:26:06
19 So -- And finally -- 02:26:08
20 (Bell ringing)
21 MS. OMEISH: -- what does it mean "gifted"? 02:26:09
22 So I leave -- you know, I want to 02:26:12
23 conclude by saying there are a number of 02:26:13
24 philosophical questions that -- that 02:26:14
25 bring us here; and I hope our community 02:26:15

1 isn't entirely dismayed, because I think 02:26:17
2 we can work through with some of the 02:26:20
3 motions that are coming forward. 02:26:21
4 CHAIRWOMAN ANDERSON: Thank you, Ms. Omeish. 02:26:23
5 Ms. Keys-Gamarra? 02:26:26
6 MS. KEYS-GAMARRA: Yes. I'm happy to follow 02:26:31
7 my colleague because I do think that this 02:26:32
8 is an extremely -- It's very difficult 02:26:37
9 for us to come to the same place. And I 02:26:40
10 have a problem -- I -- Every time I 02:26:44
11 hear the phrase "holistic," it reminds me 02:26:46
12 of all those things that look as though 02:26:50
13 we're evaluating people based on their 02:26:53
14 merits but that they also provide places 02:26:56
15 where racism can hide. 02:27:01
16 If we examine what we have done with 02:27:04
17 TJ over the years in trying to achieve 02:27:06
18 progress and trying to improve diversity, 02:27:10
19 it has always been under the name of 02:27:14
20 holistic. 02:27:16
21 And so I appreciate my colleagues 02:27:17
22 trying to get here in a way that was 02:27:21
23 comfortable for their conscience, but I 02:27:25
24 must advocate that we keep pressing. 02:27:29
25 And -- and so I am glad to see that we 02:27:33

1 have these percentages that will come from 02:27:38
2 every middle school, but I think it's 02:27:41
3 telling we're talking about 1.5 percent; 02:27:45
4 because that tells the public that we have 02:27:48
5 middle schools where we didn't even have 02:27:51
6 1.5 percent; and that was happening while 02:27:54
7 we were applying a holistic evaluation for 02:27:58
8 TJ.

9 So I -- You know, I understand. 02:28:07
10 I -- And I get it. But just for my 02:28:09
11 colleagues, those words, "holistic," 02:28:13
12 "merit," don't mean a lot for certain 02:28:16
13 communities. It doesn't mean that 02:28:19
14 something positive is happening, because 02:28:23
15 those are the very things that have been 02:28:25
16 used to keep out people from 02:28:29
17 underrepresented groups. 02:28:31

18 And as my son said, it's as if 02:28:33
19 people think these people haven't been 02:28:36
20 working hard, when in fact they are. 02:28:38

21 The second thing I want to say is I 02:28:41
22 just saw a -- an advertisement for one of 02:28:43
23 these schools that helps kids get ready 02:28:47
24 for TJ and they -- they said in their 02:28:50
25 advertisement "they're ready for the 02:28:53

1	changes that FCPS is making."	02:28:55
2	So we have to be super-super	02:28:58
3	diligent; and I just want to encourage my	02:29:00
4	colleagues to please say diligent because	02:29:04
5	we cannot afford to even slip back even	02:29:07
6	unconsciously back into business as usual.	02:29:10
7	Thank you.	02:29:14
8	CHAIRWOMAN ANDERSON: Thank you,	02:29:17
9	Ms. Keys-Gamarra.	02:29:18
10	I will very briefly -- I will very,	02:29:19
11	very briefly take my turn in this matter.	02:29:22
12	Clearly as someone who seconded the	02:29:25
13	motion for the previous option, I -- I	02:29:28
14	will not be support of this -- I will not	02:29:31
15	be in support of this proposal for the	02:29:33
16	very many reasons that Ms. Keys-Gamarra	02:29:36
17	and Ms. Omeish have stated.	02:29:38
18	1.5, I don't believe, is aggressive	02:29:42
19	enough to counter some of the	02:29:44
20	overrepresentation that exists with our	02:29:46
21	current system. As someone who represents	02:29:49
22	an area where very few of our kids are	02:29:51
23	identified for TJ admissions, the message	02:29:55
24	that it sends is clear, that our kids are	02:29:58
25	not ready, that our kids are not there;	02:30:01

1 and that is just not true. It is the lack 02:30:04
2 of opportunity that has stopped or 02:30:06
3 prevented the children from our schools in 02:30:10
4 Mason District to have access to TJ. 02:30:13

5 You know, I am dismayed by some of 02:30:16
6 the inferences regarding why some 02:30:19
7 communities have access to TJ and why some 02:30:22
8 communities do not. But what it is not is 02:30:25
9 the fault of the children. We have not 02:30:28
10 removed enough barriers. 02:30:30

11 As I shared earlier, the school 02:30:32
12 board moved on increasing TJ capacity. 02:30:34
13 The school board moved on removing the 02:30:37
14 application test. It moved on removing on 02:30:39
15 the fee. While these things are 02:30:43
16 important, they are insufficient; and I 02:30:45
17 find that to be the case with this motion 02:30:48
18 as well. 02:30:51

19 Now we will have go-backs. 02:30:53

20 Ms. McLaughlin, you have a 02:30:55
21 two-minute go-back. Go ahead. 02:30:57

22 MS. McLAUGHLIN: Thank you. Yes, as I was 02:31:09
23 trying to get clarity from Dr. Brabrand 02:31:11
24 and Mr. Smith, I just want to reiterate, 02:31:14
25 we know that this motion, in a very good 02:31:18

1 way, is looking to make sure we have 02:31:21
2 greater geographic diversity in our 02:31:23
3 county across all of our middle schools; 02:31:26
4 but for the remaining slots that are not 02:31:30
5 apportioned to each of these middle 02:31:33
6 schools, how then are they done? 02:31:34
7 Because, again, according to option 2 on 02:31:38
8 how the superintendent lays it out and 02:31:41
9 how this motion language states it, that 02:31:43
10 we're gonna follow his hybrid holistic -- 02:31:46
11 or, sorry, his holistic option, that 02:31:48
12 required the region-by- region 02:31:51
13 pre-apportioned slots. 02:31:57
14 So is this going to be now a 02:31:59
15 county-wide pool for the remaining seats? 02:32:02
16 That has not been -- 02:32:06
17 SUPERINTENDANT BRABRAND: Yes. The answer is 02:32:08
18 yes. That's correct. 02:32:09
19 MR. SMITH: Yes, it will be a county-wide 02:32:11
20 pool. The -- the 1.5 addresses the -- 02:32:13
21 the regional approach and the remaining 02:32:16
22 students would be holistically reviewed 02:32:18
23 as a county. 02:32:22
24 MS. McLAUGHLIN: Okay. I mean, I -- I think 02:32:24
25 that with that question, listening to our 02:32:26

1 community, even those who are concerned 02:32:28
2 about how we were addressing academic 02:32:32
3 merit and achievement in the school -- in 02:32:36
4 the selection process, I heard 02:32:38
5 universally a desire that we would like 02:32:40
6 to have TJ more reflective of our 02:32:42
7 community and to have more geographic 02:32:45
8 representation of students who are with 02:32:48
9 backgrounds of poverty that are not 02:32:53
10 represented there, ELL, special ed, all 02:32:54
11 of it. 02:32:57
12 And so I -- I -- My -- My 02:32:57
13 greatest reservation is somewhat to what 02:33:02
14 Ms. Keys-Gamarra said. We did have 02:33:04
15 holistic admissions in place and I -- I 02:33:07
16 have seen holistic admissions work 02:33:09
17 extremely successfully at the college 02:33:12
18 level. I don't know what happened with 02:33:14
19 our implementation efforts with FCPS's 02:33:16
20 admissions process; but it wasn't working. 02:33:19
21 So this is a step forward. I -- I 02:33:24
22 do want to apologize to the public. I 02:33:27
23 don't think this is at all appropriate 02:33:29
24 that things were not posted, even for 02:33:31
25 board members to see until 4:30 this 02:33:34

1 afternoon; and that's what's giving me 02:33:37
2 pause about supporting this. 02:33:39
3 I like to be able to review things. 02:33:40
4 I like to be able to vet things and I like 02:33:42
5 to be able to be informed when I make a 02:33:45
6 decision; and this is -- this has been 02:33:49
7 uncomfortable. 02:33:51
8 I do want to thank Ms. Pekarsky -- 02:33:51
9 (Bell ringing)
10 MS. McLAUGHLIN: -- and Ms. Tholen for their 02:33:53
11 hard work, but there's just been way too 02:33:55
12 much change happening and so I -- I'm -- 02:33:58
13 I'm torn. 02:34:02
14 Thank you. 02:34:03
15 CHAIRWOMAN ANDERSON: Thank you. 02:34:04
16 And now Ms. Corbett Sanders, and 02:34:05
17 she's the last speaker. I will call for 02:34:08
18 the vote. 02:34:10
19 MS. CORBETT SANDERS: Thank you. I just 02:34:12
20 wanted to clarify for people so they got 02:34:13
21 an understanding. In the Mount Vernon 02:34:16
22 region immediately, we would end up with 02:34:19
23 12 seats coming from Sandburg. We 02:34:23
24 would -- Where we have no seats today at 02:34:28
25 Whitman and the current probability of 02:34:32

1 getting an admission to TJ is about 1 in 02:34:35
2 456 from Whitman -- or 1 in 476, 02:34:39
3 immediately next year you would have 7 02:34:44
4 children admitted from Whitman. 02:34:46
5 South County Middle School would 02:34:49
6 have an increase, would be doubling their 02:34:51
7 representation from South County. 02:34:54
8 Hayfield would be improving their 02:34:57
9 representation by something like 7-fold. 02:34:59
10 And in the Mason District, you have 02:35:04
11 Poe, which has been significantly 02:35:07
12 underrepresented. They would immediately 02:35:09
13 have 5 students admitted. 02:35:11
14 And at Holmes, where they have 02:35:13
15 one -- actually zero, they would 02:35:17
16 immediately have 5 students, based on 02:35:18
17 their population. 02:35:21
18 And so this is a significant change 02:35:22
19 in our approach, and it is one that I 02:35:26
20 encourage my -- my colleagues to please 02:35:28
21 support ensuring that we do have this 02:35:31
22 greater diversity coming into TJ 02:35:34
23 immediately next year. 02:35:37
24 Thank you. 02:35:39
25 CHAIRWOMAN ANDERSON: Thank you. 02:35:40

1	Ms. Keys-Gamarra, did you want a	02:35:41
2	go-back or was your hand up from before?	02:35:43
3	MS. KEYS-GAMARRA: Just very, very quickly.	02:35:46
4	CHAIRWOMAN ANDERSON: Go ahead.	02:35:49
5	MS. KEYS-GAMARRA: I -- Yes. I -- I	02:35:50
6	understand -- and thank you for that,	02:35:52
7	Ms. Corbett Sanders.	02:35:54
8	I understand that 1.5 percent is	02:35:55
9	more than we have now. But I think it's a	02:35:58
10	shame that we're starting at this point.	02:36:00
11	And so I just -- You know, there was an	02:36:03
12	old -- Something is better than nothing.	02:36:05
13	Certainly, it's a move forward.	02:36:08
14	I urge my colleagues to please look	02:36:10
15	at these additional follow-ons so that we	02:36:12
16	can make sure that we remain diligent.	02:36:15
17	For us to be talking about 1.5	02:36:18
18	percent as an improvement at this point,	02:36:20
19	you know, is -- is just not where I, as a	02:36:23
20	board member, want it to be.	02:36:26
21	And so I urge us to not only support	02:36:28
22	this but to con -- to support the	02:36:31
23	additional amendments and follow-ons so	02:36:32
24	that we can make sure that we are laser	02:36:35
25	focused and not being distracted and	02:36:38

1 allowing this to get away from us any 02:36:42
2 more. 02:36:45
3 Thank you. 02:36:46
4 CHAIRWOMAN ANDERSON: Thank you. Ms. Tholen, 02:36:47
5 did you like -- would you like a go-back? 02:36:50
6 (No response.)
7 Thank you. 02:36:58
8 Ms. Mc -- I'm sorry. Ms. Tholen, 02:36:58
9 are you wanting to speak or not? I'm -- 02:37:01
10 Your hand keeps going up and down. Please 02:37:04
11 confirm. 02:37:07
12 MS. THOLEN: I'm sorry. Too many buttons. 02:37:08
13 I would like to speak if I can. 02:37:11
14 CHAIRWOMAN ANDERSON: Go ahead. 02:37:13
15 MS. THOLEN: I just wanted to clarify that 02:37:13
16 the -- Can you hear me okay? 02:37:16
17 CHAIRWOMAN ANDERSON: Yes. Please go ahead. 02:37:20
18 MS. THOLEN: My computer just... 02:37:24
19 I just wanted to clarify that the 02:37:25
20 1.5 is a minimum number for each middle 02:37:27
21 school; so it is possible that the -- you 02:37:30
22 know, any particular middle school would 02:37:34
23 have more than that medium -- or, I'm 02:37:36
24 sorry, the minimum number. 02:37:38
25 Also, the 1.5 percent is, if you add 02:37:41

1 it all together, across all the middle 02:37:47
2 schools, it comes up to more than a half 02:37:48
3 of -- it's like .55 of the total number of 02:37:51
4 seats that we would approximate for 02:37:55
5 Fairfax County. 02:37:57
6 If we went even to 2 percent and we 02:37:58
7 applied this process across all of the 02:38:01
8 middle schools in all the jurisdictions 02:38:04
9 that are -- would have students attending, 02:38:06
10 we would be over the capacity of the 02:38:09
11 school. 02:38:12
12 So, although 1.5 seems like a very 02:38:14
13 small number, it really is in fact not 02:38:15
14 such a small number; but I do completely 02:38:18
15 agree with my colleague, Ms. Keys-Gamarra. 02:38:22
16 This is just the beginning. And, you 02:38:25
17 know, one of the reasons I'm so excited 02:38:28
18 about this is because, you know, looking 02:38:29
19 at it from a perspective of, you know, a 02:38:31
20 Herndon Middle School, for example, in 02:38:34
21 Jamesville, you know, now we are really 02:38:36
22 incentivizing, you know, staff and people 02:38:38
23 in that school to get -- to find the 02:38:41
24 students that will really do well at TJ 02:38:44
25 and then to keep moving forward in the -- 02:38:47

1	in our outreach processes. But it also	02:38:49
2	allows schools like Cooper and Longfellow	02:38:52
3	to send students as well.	02:38:55
4	So I just wanted to clarify some of	02:38:58
5	those points.	02:39:03
6	CHAIRWOMAN ANDERSON: Thank you very much,	02:39:05
7	Ms. Tholen.	02:39:06
8	Ms. McLaughlin, was your hand up	02:39:07
9	again or was just that up -- was it up	02:39:09
10	from before?	02:39:11
11	MS. McLAUGHLIN: No, I had it up because I	02:39:13
12	have a question about how we determine	02:39:15
13	which pool a student is in based on their	02:39:19
14	middle school.	02:39:22
15	CHAIRWOMAN ANDERSON: Okay. Go ahead.	02:39:25
16	MS. McLAUGHLIN: Thank you.	02:39:27
17	CHAIRWOMAN ANDERSON: And then after	02:39:27
18	Ms. McLaughlin's questions, we will -- I	02:39:28
19	will call for the vote.	02:39:30
20	MS. McLAUGHLIN: So, again, maybe Mr. Smith	02:39:33
21	can answer this question. In terms of	02:39:34
22	when we talk about these middle schools,	02:39:38
23	are the students being reviewed and	02:39:41
24	identified based on the middle school	02:39:44
25	that they attend versus what their base	02:39:46

1 school is? And -- And the reason I ask 02:39:49
2 is because when we're dealing with AAP 02:39:51
3 centers, I'm trying to get an 02:39:54
4 understanding of how -- how a student 02:39:56
5 gets designated in the review process. 02:40:01
6 MR. SMITH: Certainly. We're looking at those 02:40:04
7 students by attending school. 02:40:06
8 MS. McLAUGHLIN: Okay. So -- So, again, 02:40:09
9 it -- Even if a student has left their 02:40:11
10 neighborhood middle school to attend an 02:40:13
11 AAP center, that -- it's the center that 02:40:15
12 becomes their designated middle school 02:40:18
13 for the review process. 02:40:20
14 MR. SMITH: Exactly. 02:40:23
15 MS. McLAUGHLIN: Okay. Thank you. 02:40:24
16 CHAIRWOMAN ANDERSON: Thank you. As this -- 02:40:26
17 As Ms. McLaughlin is our last speaker, I 02:40:28
18 will now call for the vote on the motion 02:40:30
19 before us, which is: I move to require 02:40:33
20 that the -- I'm so sorry. I've lost my 02:40:42
21 document here. Please give me a minute. 02:40:45
22 Okay, folks. I apologize. This language 02:40:59
23 is off here. 02:41:01
24 ...which is that I move to direct 02:41:05
25 the superintendent to revise the TJ 02:41:06

1	process, the T -- the admissions process	02:41:09
2	for TJ High School using the holistic	02:41:11
3	review process outlined on pages 10, 11	02:41:14
4	and 12 of the superintendent's	02:41:17
5	presentation to the board on December 7.	02:41:18
6	The superintendent's holistic	02:41:21
7	process must be modified to establish that	02:41:23
8	as part of the review process, the top 1.5	02:41:25
9	of the 8th grade class at each public	02:41:28
10	middle school who meets the minimum	02:41:30
11	standards base on GPA and core classes,	02:41:33
12	student portrait sheet, problem-solving	02:41:36
13	essay, and experience factors will be	02:41:39
14	eligible for admission.	02:41:41
15	All in favor?	02:41:42
16	We have Ms. Corbett Sanders,	02:41:48
17	Ms. Meren, Ms. Keys-Gamarra, Ms. Cohen,	02:41:50
18	Ms. Pekarsky, Ms. Sizemore Heizer,	02:41:54
19	Ms. Tholen, Ms. Omeish, Ms. Derenak	02:41:57
20	Kaufax, Mr. Frisch.	02:42:00
21	Thank you. Please lower your hands.	02:42:04
22	All against?	02:42:10
23	We have myself.	02:42:14
24	Those who are abstaining?	02:42:17
25	We have Ms. McLaughlin.	02:42:20

1	The motion carries.	02:42:21
2	At this time I call on Ms. Omeish	02:42:26
3	for a motion.	02:42:35
4	MS. OMEISH: All right. Madame Chair, I move	02:42:39
5	to require that the test, the essay and	02:42:41
6	the student information sheet, be	02:42:43
7	administered locally at each middle	02:42:44
8	school to all eligible students, those	02:42:46
9	who meet the 3.5 GPA and Algebra I	02:42:49
10	requirements and to provide the	02:42:50
11	opportunity to opt out of taking the	02:42:52
12	test, should they so choose by the	02:42:53
13	admissions cycle for the class of 2026,	02:42:55
14	meaning next year. To opt out would be	02:42:58
15	to eliminate oneself from consideration	02:43:00
16	for TJ.	02:43:04
17	CHAIRWOMAN ANDERSON: Thank you.	02:43:04
18	A second?	02:43:05
19	Ms. Cohen, thank you.	02:43:07
20	Ms. Omeish, would you like to speak	02:43:08
21	to your motion?	02:43:09
22	MS. OMEISH: Yes. Thank you.	02:43:11
23	This is an extremely important piece	02:43:12
24	to ensuring the success or, you know,	02:43:14
25	achieving the goals of what we seek from	02:43:17

1 this plan. I know, you know, I sent it to 02:43:19
2 my colleagues about a month ago. I've had 02:43:21
3 many discussions with folks. 02:43:23
4 To just make this simple, we're 02:43:25
5 saying that instead of having students 02:43:28
6 sign up for this test and go to a location 02:43:30
7 they're unfamiliar with, we would like our 02:43:33
8 staff to work towards understand -- You 02:43:35
9 know, the compromise here not being this 02:43:38
10 year, understanding the logistical needs 02:43:40
11 to get us here, but to have all students 02:43:42
12 who qualify for the initial threshold who 02:43:45
13 exhibit the potential and aptitude and 02:43:48
14 capability to then have the opportunity to 02:43:51
15 take this test; and that it would be done 02:43:55
16 at their local middle school, a place 02:43:56
17 they're familiar with, to avoid 02:43:58
18 essentially the active barriers that we 02:44:00
19 all know are implementation challenges of 02:44:02
20 ensuring everyone knows things are 02:44:04
21 inaccessible, languages that, you know, 02:44:07
22 that a parent sees that letter or that 02:44:09
23 they receive it and understand what it's 02:44:11
24 about, and that students have a more -- a 02:44:13
25 more proper way of being informed about TJ 02:44:16

1 and what it has to offer, with, of course, 02:44:18
2 a chance to opt out if they would like. 02:44:20
3 CHAIRWOMAN ANDERSON: Thank you very much. 02:44:24
4 Ms. Cohen, would you like to speak 02:44:25
5 to your second? 02:44:26
6 MS. COHEN: Yeah. I just think if we keep 02:44:29
7 talking about expanding opportunity and 02:44:30
8 eliminating barriers, what better way 02:44:33
9 than to have kids be able to take the -- 02:44:36
10 do the student information sheet and the 02:44:39
11 problem-solving essay at their home base 02:44:41
12 and -- and not have to rely on scheduling 02:44:45
13 transportation, all of that good stuff. 02:44:48
14 So I -- I'm grateful to Ms. Omeish 02:44:52
15 for bringing this up, and I support it 100 02:44:53
16 percent. 02:44:57
17 CHAIRWOMAN ANDERSON: Thank you. 02:44:58
18 Other school board members wishing 02:44:58
19 to speak to this motion? 02:45:00
20 Ms. Corbett Sanders? 02:45:01
21 MS. CORBETT SANDERS: Yes. I want to thank 02:45:03
22 Ms. Omeish for this motion. We've been 02:45:04
23 speaking -- talking about it for several 02:45:07
24 weeks; and I think this is one of my 02:45:08
25 favorite parts of this evening's 02:45:10

1 follow-on motions, because what this does 02:45:12
2 is it puts into action what we've been 02:45:16
3 talking about, about access to 02:45:18
4 opportunities and opportunities for every 02:45:21
5 child who has demonstrated capabilities 02:45:27
6 in the courses they've taken and the -- 02:45:30
7 It makes it easy because they get to try 02:45:34
8 and they get to be part of the solution, 02:45:38
9 which is to go -- If they want to, they 02:45:42
10 get to go to TJ based on being able to 02:45:45
11 start their local school and participate 02:45:48
12 in this process. So we are eliminating a 02:45:51
13 barrier and creating opportunities. 02:45:53
14 Thank you, Ms. Omeish, for your 02:45:56
15 leadership in this area. 02:45:57
16 CHAIRWOMAN ANDERSON: Ms. Keys-Gamarra? 02:46:01
17 MS. KEYS-GAMARRA: Yes. I -- I just would 02:46:04
18 like some clarification. And I'm sorry. 02:46:05
19 I apologize to Ms. Omeish. I have not 02:46:07
20 been able to talk with her today, and we 02:46:10
21 can chat about that later, but -- So 02:46:12
22 can -- can I just clarify? I'm sorry. 02:46:18
23 Because I really want to support this. 02:46:20
24 It's -- 02:46:22
25 CHAIRWOMAN ANDERSON: No. Go ahead. 02:46:23

1 MS. KEYS-GAMARRA: -- it seems as if -- I 02:46:24
2 think you're saying that kids would be 02:46:26
3 able to do all -- meet all the 02:46:29
4 requirements at their local school; 02:46:31
5 right? Fill out the forms -- I'm asking 02:46:34
6 Ms. Omeish -- fill out the forms, 02:46:36
7 etcetera. But how -- I'm unclear as to 02:46:38
8 how that's a opt-out as opposed to an 02:46:42
9 opt-in. 02:46:45
10 I guess that's where my -- I am 02:46:45
11 confused about that. I'm -- I apologize. 02:46:47
12 CHAIRWOMAN ANDERSON: Ms. Omeish -- 02:46:52
13 MS. OMEISH: So as a -- 02:46:52
14 CHAIRWOMAN ANDERSON: -- would you like to 02:46:53
15 speak? 02:46:55
16 MS. OMEISH: Yeah. Thanks for that, and 02:46:55
17 thanks for recognizing me. 02:46:56
18 Ms. Keys-Gamarra, I do remember us 02:46:57
19 chatting about this a little bit in trying 02:46:59
20 to solicit your support. 02:47:01
21 MS. KEYS-GAMARRA: We did. 02:47:02
22 MS. OMEISH: We fought. 02:47:02
23 MS. KEYS-GAMARRA: I still didn't get it. I'm 02:47:03
24 sorry. 02:47:04
25 MS. OMEISH: No worries at all. 02:47:05

1 MS. KEYS-GAMARRA: It was a very busy week. 02:47:06
2 MS. OMEISH: Yes. 02:47:07
3 MS. KEYS-GAMARRA: I was fighting for the 02:47:07
4 children all day. I was fighting for the 02:47:09
5 children. 02:47:11
6 MS. OMEISH: I believe it. I believe it. 02:47:11
7 So just to clarify here, the -- The 02:47:13
8 challenges with our outreach plan, we're 02:47:16
9 sending out a letter to folks to tell them 02:47:18
10 that this is an opportunity for them. 02:47:20
11 Right? Instead, I would like for us to 02:47:21
12 see that students are -- essentially, you 02:47:25
13 know, that there's that day when they're 02:47:29
14 gonna be -- they have the opportunity to 02:47:32
15 take this test. And so -- And -- And 02:47:33
16 they are welcome to opt out, again, if 02:47:35
17 this is not something they would like. 02:47:37
18 But that's the difference here. 02:47:38
19 Rather than counting on them to -- or 02:47:40
20 their parents, really, on their parents 02:47:42
21 receiving this letter and understanding, 02:47:44
22 you know, the -- the opportunity that TJ 02:47:47
23 is, knowing the challenges that parents 02:47:49
24 have in this county and the disparities 02:47:51
25 that are out there, we are already giving 02:47:53

1 them that shot and allowing them to opt 02:47:55
2 out if they don't want to. 02:47:57
3 MS. KEYS-GAMARRA: So you mean like the way we 02:47:59
4 make our PSAT tests available in high 02:48:02
5 schools, you want whatever requirements 02:48:04
6 that would necessarily be a part of 02:48:08
7 getting into TJ to be done at the local 02:48:10
8 school. Is that what you're saying? 02:48:13
9 MS. OMEISH: The idea -- It's -- It's closer 02:48:15
10 to the AAP, really, the way we do AAP, 02:48:17
11 where it's kind of a -- You know, you 02:48:20
12 have it -- There's universal screeners 02:48:22
13 there; right? But here it's limited to 02:48:25
14 students who are eligible. 02:48:27
15 MS. KEYS-GAMARRA: Uh-huh. Okay. Okay. 02:48:30
16 MS. OMEISH: So it will be in align -- in a 02:48:32
17 better alignment with that program. 02:48:33
18 MS. KEYS-GAMARRA: Okay. All right. Thank 02:48:36
19 you. 02:48:37
20 CHAIRWOMAN ANDERSON: Thank you. 02:48:38
21 Ms. Meren? 02:48:42
22 MS. MEREN: Thanks. 02:48:45
23 Ms. Omeish, I too want to support 02:48:47
24 this and increasing the access. 02:48:49
25 My question for you and perhaps 02:48:52

1 Dr. Brabrand or Mr. Smith is: What's the 02:48:54
2 budgetary implication of doing this in 02:48:57
3 terms of the cost to provide this service 02:49:00
4 and the staffing to stand this up? Do we 02:49:02
5 have any idea of projections of how many 02:49:05
6 take advantage of this? 02:49:09
7 MS. OMEISH: So I've totally done my homework 02:49:10
8 and, you know, staff can correct me if I 02:49:12
9 say anything wrong. But essentially, as 02:49:14
10 I understand it, right now, in the way 02:49:18
11 we've been doing this, we require 02:49:20
12 screeners for about 1,000 students, based 02:49:22
13 on how many semifinalists we have. With 02:49:24
14 this new process that we have just voted 02:49:27
15 in, we're gonna end up having about 3,000 02:49:29
16 students that need to be -- that need 02:49:33
17 screeners to review essays, etcetera. 02:49:36
18 Okay? So that's an increase of about 02:49:38
19 2,000. 02:49:40
20 If we're looking at evaluating all 02:49:40
21 our students, which is a critical 02:49:42
22 component even for that 1.5 percent, to 02:49:44
23 make sure we really identify those kids 02:49:46
24 who have the talent and the STEM 02:49:48
25 potential; but, anyway, so we're looking 02:49:50

1 at about 4,000 total FCPS students; and if 02:49:53
2 we're gonna account for everyone else -- 02:49:57
3 private schools, external, you know, 02:49:59
4 outside schools -- the estimation, I think 02:50:00
5 it's a little bit of a stretch, but I'll 02:50:03
6 give it to Mr. Shughart, it's about 5,000. 02:50:05
7 Okay? So that's an additional 2,000 or 02:50:08
8 so. 02:50:10

9 But the idea here, because it's -- 02:50:11
10 it's a very difficult thing for staff to 02:50:13
11 accomplish and do all 4,000, we're saying: 02:50:15
12 All right. This year, we'll increase the 02:50:17
13 2,000, based on our plan and the following 02:50:19
14 year we capture everybody by doing the 02:50:21
15 additional 2,000. With the consideration 02:50:24
16 from the budget perspective of all the 02:50:26
17 expenses of proctoring the test and the 02:50:29
18 cost of the test itself, which used to be 02:50:31
19 an expense that we had, so that we no 02:50:35
20 longer will be having. 02:50:38

21 So that's part of the thinking 02:50:40
22 around this. And, of course, I leave the 02:50:42
23 room for staff to step in here if they 02:50:44
24 want to contribute anything else. 02:50:46

25 MR. SMITH: So I would certainly add that 02:50:49

1 there are logistical issues for us to 02:50:50
2 consider, as we think about providing the 02:50:53
3 different components of the process for 02:50:57
4 students across the county equitably. 02:50:59
5 We normally do this in a -- in a 02:51:04
6 confined environment now, so that for test 02:51:06
7 security and specifically for security 02:51:09
8 around the problem- solving essay. And so 02:51:13
9 there are certainly logistical issues for 02:51:16
10 us to -- to work through; and the 02:51:18
11 additional need for readers as part of the 02:51:21
12 process would be another consideration for 02:51:24
13 us. But, again, having time to -- to work 02:51:27
14 with our middle schools, work with our 02:51:31
15 staff to consider what some of these other 02:51:33
16 issues might be, we'd have to take some 02:51:35
17 time to look at that. 02:51:37
18 CHAIRWOMAN ANDERSON: Thank you, Mr. Smith. 02:51:41
19 MR. SMITH: Yes. 02:51:43
20 CHAIRWOMAN ANDERSON: Ms. Meren? 02:51:43
21 MS. MEREN: Yeah. Thank you. You know, I see 02:51:44
22 this -- this follow-on motion as being 02:51:47
23 two things. One is providing the 02:51:50
24 opportunity to take the test locally and 02:51:53
25 providing the opportunity to opt out. So 02:51:56

1 to me, those put forth two new scenarios 02:51:58
2 that I'm not totally clear on the budget 02:52:02
3 implications and the operational ones. 02:52:04
4 So if we require that the test be 02:52:06
5 administered at all of our middle schools, 02:52:09
6 that's -- that's a big thing; and I wonder 02:52:12
7 why perhaps another option wouldn't have 02:52:14
8 been to provide transportation to all 02:52:16
9 students if that's an issue. 02:52:19
10 I mean, I understand what you're 02:52:20
11 saying about them taking it in their -- in 02:52:22
12 their own environment; but, you know, we 02:52:23
13 could figure that out, too. But I'm 02:52:27
14 wondering, you know, is it cheaper to 02:52:29
15 transport to kids? 02:52:31
16 Then the other thing is if we have 02:52:32
17 all these students trying to opt in or 02:52:34
18 out, again, the staffing to manage that, 02:52:37
19 it's not just screening, it's running that 02:52:41
20 process of all -- of students coming in 02:52:43
21 and out of the -- So I'm not -- I'm not 02:52:46
22 sure. And I -- I think a previous motion 02:52:50
23 you were talking about was more to look 02:52:54
24 into the process of doing the opt out. 02:52:56
25 Now, what I hear you saying is 02:52:59

1 you're moving to require that the test be 02:53:01
2 local and that opt out should be what is 02:53:05
3 forward -- fostered. 02:53:11
4 I could agree with looking into what 02:53:12
5 it would take to stand all this up; but I 02:53:15
6 think moving to require that we are now 02:53:18
7 administering the tests exponentially all 02:53:21
8 over the division and also adding the 02:53:24
9 burden of doing the opt-out process, while 02:53:27
10 I think that all -- You know, it's all 02:53:31
11 good things to think about; I just think 02:53:33
12 logistically it's unclear what -- if we 02:53:35
13 have the staffing to do this. 02:53:38
14 So, again, if it was to look into 02:53:40
15 how to make that work, I can support that. 02:53:42
16 But requiring it at this time, I don't 02:53:45
17 have enough information. So that's my 02:53:47
18 thought. 02:53:52
19 CHAIRWOMAN ANDERSON: Thank you, Ms. Meren. 02:53:52
20 Ms. McLaughlin? 02:53:53
21 MS. McLAUGHLIN: Thank you. 02:53:59
22 When I spoke to Ms. Omeish about 02:54:04
23 this last night, as I understood it, we 02:54:06
24 were looking at just the opt-out versus 02:54:09
25 the opt-in method; and I'm absolutely in 02:54:12

1 favor of the opt-out approach because I -- 02:54:16
2 If we're looking at increasing opportunity 02:54:21
3 and reducing barriers, then expecting 02:54:25
4 which kids in the 8th grade know to go 02:54:27
5 surf the FCPS website and learn about TJ 02:54:29
6 and know whether or not they, you know, 02:54:33
7 meet that ability to sit and compete for 02:54:36
8 the test by, you know, the problem-solving 02:54:39
9 essay that gets proctored, I just like the 02:54:42
10 idea that our school division identifies: 02:54:45
11 Hey, you've got the -- the minimum 02:54:48
12 requisites academically; so now you choose 02:54:51
13 whether or not you actually want to be an 02:54:55
14 applicant. 02:54:58
15 So can I just get some clarity here 02:54:59
16 that what I just described is it's simply 02:55:01
17 we're inviting all men and -- all students 02:55:04
18 who have met the minimum academic 02:55:08
19 requirements, we're inviting them to come 02:55:10
20 take the proctored exam and apply should 02:55:12
21 they so choose; is that correct? 02:55:17
22 MR. SMITH: It's -- 02:55:24
23 MS. OMEISH: Yeah. That's exactly right. 02:55:26
24 CHAIRWOMAN ANDERSON: I thought -- 02:55:27
25 (unintelligible) -- everybody we want 02:55:28

1	silent all at once.	02:55:31
2	(Overspeaking - unintelligible)	
3	MS. McLAUGHLIN: I should have asked -- I	02:55:32
4	should have directed my question,	02:55:34
5	Ms. Omeish.	02:55:36
6	MS. OMEISH: Yes.	02:55:37
7	MS. McLAUGHLIN: But I am --	02:55:37
8	MS. OMEISH: Yeah. And I --	02:55:38
9	CHAIRWOMAN ANDERSON: I'd like to have the	02:55:38
10	maker of the motion go ahead and have the	02:55:40
11	floor first; so, Ms. Omeish.	02:55:42
12	MS. OMEISH: Yes, Ms. McLaughlin. And I	02:55:45
13	appreciate the clarifying question.	02:55:46
14	The key -- I mean, the question	02:55:48
15	comes down to priorities and values and	02:55:49
16	stuff. I mean, everything's costly.	02:55:51
17	Everything's gonna take a little bit more.	02:55:52
18	I would venture to say it's important	02:55:54
19	enough; but it's precisely what you said.	02:55:57
20	It's to eliminate the access barriers,	02:55:57
21	allows students to be considered	02:55:59
22	automatically if they're eligible, and	02:56:02
23	have them opt out if they don't want to.	02:56:04
24	And the additional piece that I	02:56:06
25	think maybe some folks were asking	02:56:07

1 questions about was to say that it would 02:56:09
2 be at their local middle school, to -- to 02:56:10
3 make it even more accessible to them. But 02:56:13
4 that -- that might be the only additional 02:56:16
5 piece that would add to what you just 02:56:17
6 shared. 02:56:20
7 CHAIRWOMAN ANDERSON: Thank you, Ms. Omeish. 02:56:21
8 Mr. Smith, did you want to add to 02:56:22
9 Ms. Omeish's comment? 02:56:26
10 MR. SMITH: No. There is no need to add 02:56:27
11 anything further. The current process 02:56:28
12 is, again, an invitation; and students 02:56:29
13 would have the ability to follow through 02:56:31
14 with the application process. 02:56:34
15 MS. McLAUGHLIN: That's a really important 02:56:37
16 caveat, Mr. Smith; because as I 02:56:38
17 understood it, right now the current 02:56:41
18 process is students who would like to 02:56:43
19 apply to TJ currently, right now, for, 02:56:46
20 you know, this test -- this past year, 02:56:50
21 they had to initiate the application 02:56:52
22 process. 02:56:55
23 Now, by Ms. Omeish, she's saying 02:56:56
24 they don't have to initiate that first 02:56:59
25 point of interest. We're automatically 02:57:02

1 saying: Hey, you meet this requirement. 02:57:06
2 You indicated that we -- we do 02:57:09
3 invite all of those students already. 02:57:11
4 MR. SMITH: So I was referring to the current 02:57:16
5 process, would be the process that the 02:57:17
6 board just voted on, where we would be 02:57:19
7 inviting students into the process. 02:57:22
8 Currently, with the process that 02:57:26
9 we've used prior to any new decisions, 02:57:27
10 we've gone to schools, we've done 02:57:31
11 outreach, and then students, based on 02:57:33
12 their interests, would apply to TJ. 02:57:35
13 Moving forward, we would be inviting 02:57:37
14 students in based on eligibility criteria, 02:57:40
15 a personal letter, some type of outreach 02:57:44
16 saying that "you are indeed eligible to 02:57:46
17 apply," and then inviting families to come 02:57:49
18 to information evenings and working with 02:57:52
19 school-based teams to share more 02:57:54
20 information about TJ and the TJ admissions 02:57:56
21 process. 02:57:59
22 MS. McLAUGHLIN: So but Ms. Omeish just takes 02:58:00
23 it the next step further. Hers is 02:58:01
24 "you're in our applicant pool so long as 02:58:04
25 you show up and take the proctored exam." 02:58:08

1 If you don't show up and take proctored 02:58:10
2 exam, you clearly aren't going to be in 02:58:12
3 the admissions pool; because that's a -- 02:58:15
4 a requirement to be in the admissions 02:58:17
5 pool. 02:58:19
6 So they're not having to -- I mean, 02:58:20
7 I get that you're -- we're notifying them. 02:58:24
8 You're invited to apply if you want to. 02:58:26
9 She's taking that part of the application 02:58:28
10 piece and saying that's unnecessary. Just 02:58:29
11 place them in your -- your roster of: 02:58:33
12 These kids all qualify. We'll notify them 02:58:37
13 that they're invited to come sit down for 02:58:39
14 this proctored exam because they meet that 02:58:42
15 requirement. By not showing up, they're 02:58:44
16 opting out. 02:58:48
17 MR. SMITH: That's -- 02:58:50
18 MS. McLAUGHLIN: And -- 02:58:51
19 MR. SMITH: That is correct. And -- And when 02:58:52
20 I talked about logistics, the logistics 02:58:53
21 would be looking at any additional 02:58:57
22 readers we might need based on the number 02:58:59
23 of students who might be a part of that 02:59:01
24 process; and then also looking at what 02:59:02
25 the school-by-school approach looks like 02:59:05

1 for security of our -- of our items. 02:59:09

2 MS. McLAUGHLIN: So I do share Ms. Meren's 02:59:11

3 concern; and this is where I feel a 02:59:13

4 little bit like our board is getting too 02:59:15

5 much in the operational weeds, even 02:59:17

6 though I love, Ms. Omeish, that we're 02:59:19

7 both on the same page; but I don't think 02:59:21

8 we have to solve tonight on where we're 02:59:24

9 going to do these proctored exams -- you 02:59:27

10 know, problem-solving exams. 02:59:29

11 (Bell ringing). 02:59:31

12 I just need to say we want this to 02:59:32

13 be a opt-out process; and then how we 02:59:34

14 offer those exams, the superintendent and 02:59:38

15 all of you, with our direction of 02:59:41

16 increasing access will -- will make those 02:59:43

17 operational decisions. 02:59:46

18 So, Ms. Omeish -- (unintelligible) 02:59:47

19 CHAIRWOMAN ANDERSON: (Unintelligible)

20 MS. McLAUGHLIN: So, Dr. Anderson, I'm sorry, 02:59:50

21 then, a point of clarification to you as 02:59:52

22 the chair, I know the motion belongs to 02:59:56

23 the body; so do we have to vote down 02:59:58

24 Ms. Omeish's if we want to just support 03:00:02

25 the opt-out component but not the 03:00:04

1	requiring the superintendent to have the	03:00:06
2	proctored exam in every single school?	03:00:08
3	Or is --	03:00:12
4	CHAIRWOMAN ANDERSON: Let's go ahead and --	03:00:13
5	I'm going to review the motion as it's	03:00:15
6	written. Hold on one second.	03:00:17
7	Ms. Omeish, if you have it in front	03:00:19
8	of you, can you please re-read it?	03:00:21
9	MS. OMEISH: Yeah. I mean, I said -- So I	03:00:23
10	move to require that the test be	03:00:25
11	administered locally at each middle	03:00:26
12	school to all eligible students who meet	03:00:28
13	the criteria and to provide the	03:00:30
14	opportunity to opt out of taking the test	03:00:32
15	should they so choose by the admissions	03:00:34
16	cycle 2026. For the class of 2026, opt	03:00:36
17	out would be limiting (unintelligible) --	03:00:39
18	CHAIRWOMAN ANDERSON: Thank you so much.	03:00:40
19	Thank you so much for that.	03:00:41
20	So, Ms. McLaughlin, to respond to	03:00:42
21	your question, I think we have opportunity	03:00:44
22	here for an amendment to the motion	03:00:46
23	because it is on the floor, so it does	03:00:49
24	belong to the body.	03:00:51
25	So if you have something that you	03:00:52

1	would like to propose, this would be a	03:00:53
2	good time.	03:00:55
3	MS. McLAUGHLIN: Yes. I would like to amend	03:00:57
4	the motion on the table to remove the	03:00:59
5	requirement that the problem-solving exam	03:01:02
6	be administered at every single middle	03:01:06
7	school.	03:01:10
8	CHAIRWOMAN ANDERSON: Okay. Is there a second	03:01:11
9	for that amendment?	03:01:13
10	(No response.)	
11	Okay. Seeing that there's not a	03:01:22
12	second, Ms. McLaughlin, we'll have to stop	03:01:23
13	here.	03:01:26
14	MALE VOICE: No.	03:01:27
15	MS. MEREN: No, no. Ms. Meren.	03:01:27
16	CHAIRWOMAN ANDERSON: Oh, Ms. Meren.	03:01:28
17	Ms. Meren is seconding it. So go ahead	03:01:29
18	and, Ms. McLaughlin, speak to your	03:01:32
19	motion.	03:01:35
20	MS. McLAUGHLIN: Just briefly. I really	03:01:35
21	appreciate and I think that there's very	03:01:37
22	strong board support for what Ms. Omeish	03:01:38
23	has put in front of us; but I think that	03:01:41
24	students have to get transportation,	03:01:45
25	regardless, to any test that they're	03:01:46

1 going to be taking; and we have some 03:01:48
2 schools where there's less than -- fewer 03:01:50
3 than 5 students, from Ms. Meren's point 03:01:52
4 of staffing, you're gonna paying -- have 03:01:55
5 to have a staff member to proctor an exam 03:01:58
6 for five students; whereas if we have 03:02:00
7 them going to a nearby middle school, to 03:02:03
8 group that administering, I don't think 03:02:06
9 it's a burden on families, but it would 03:02:08
10 certainly be a cost-savings to the system 03:02:10
11 to group these students together for a 03:02:13
12 proctored exam. 03:02:15
13 So I hope people will support this 03:02:16
14 amendment because the overall motion is 03:02:18
15 really good. 03:02:20
16 CHAIRWOMAN ANDERSON: Thank you. 03:02:22
17 Ms. -- Ms. Meren, would you like to 03:02:25
18 speak to this motion -- 03:02:26
19 MS. MEREN: Yes. Thank you -- 03:02:28
20 CHAIRWOMAN ANDERSON: -- amendment? 03:02:29
21 MS. MEREN: -- for making the motion, 03:02:29
22 Ms. McLaughlin. 03:02:29
23 I -- You know, I -- I support it. 03:02:32
24 I still do. But then it would -- what 03:02:34
25 would remain is to provide the opportunity 03:02:36

1	to opt out of taking the test.	03:02:38
2	So we're still in that space of	03:02:40
3	everyone's taking the test. So while I	03:02:42
4	support this motion, I'm still hesitant	03:02:44
5	about what remains.	03:02:47
6	Again, I thought, Ms. Omeish,	03:02:50
7	initially you were talking about ask --	03:02:51
8	directing the superintendent to initiate	03:02:54
9	the process of exploring this, which I	03:02:56
10	think -- Well, that was what previously	03:02:59
11	you had communicated. And so that was my	03:03:00
12	understanding.	03:03:04
13	So I -- I mean, I support this; but	03:03:05
14	I still don't think that what remains gets	03:03:07
15	us far enough. I'll leave it at that.	03:03:09
16	CHAIRWOMAN ANDERSON: Thank you.	03:03:13
17	Folks, the next set of speakers who	03:03:15
18	want to speak to this motion -- so let's	03:03:17
19	please be sure that we're speaking to this	03:03:20
20	motion that Ms. McLaughlin has put on the	03:03:22
21	table which is to not be specific	03:03:24
22	regarding the location of the test	03:03:27
23	administration.	03:03:30
24	So please keep your comments to this	03:03:31
25	motion in lieu of the main motion, which	03:03:33

1 was what Ms. -- which was what Ms. Omeish 03:03:38
2 read just previously. 03:03:42
3 Ms. Corbett Sanders? 03:03:44
4 MS. CORBETT SANDERS: First, I'd like to 03:03:47
5 clarify that we are not administering a 03:03:48
6 test. What Ms. Omeish's motion is about 03:03:53
7 is creating a local opportunity for 03:03:57
8 students to participate in the admissions 03:04:01
9 process by filling out their student 03:04:04
10 information form and this -- the 03:04:07
11 proctored student essay for 03:04:10
12 problem-solving. It is not the test. We 03:04:12
13 got rid of the exam and the admissions. 03:04:16
14 Now, to speak to the motion, I 03:04:19
15 cannot support this motion to amend 03:04:22
16 Ms. Omeish's original motion; and the 03:04:26
17 reason I can't support it is because what 03:04:28
18 we are talking about is creating an 03:04:31
19 inviting and inclusive environment for 03:04:34
20 students to participate and to apply... 03:04:37
21 (Screen freeze)
22 CHAIRWOMAN ANDERSON: Ms. Corbett Sanders, we 03:04:44
23 have lost you. I'll move on to the next 03:04:45
24 speaker. Ms. Corbett Sanders, once you 03:04:51
25 re-login, you will have an opportunity to 03:04:53

1	speak.	03:04:56
2	Ms. Cohen, go ahead.	03:04:57
3	MS. COHEN: I will not be supporting this	03:05:03
4	amendment, probably pretty obviously.	03:05:06
5	You know, the whole idea to me is we	03:05:09
6	keep saying whether it was the lottery or	03:05:11
7	whether it was the holistic. The whole	03:05:13
8	goal is that we want a lot more kids --	03:05:16
9	MS. CORBETT SANDERS: Can you hear me now?	03:05:18
10	MS. COHEN: -- in our middle schools --	03:05:19
11	CHAIRWOMAN ANDERSON: I can hear you; but I	03:05:22
12	will have Ms. Cohen complete her	03:05:25
13	statement and then you will be called	03:05:27
14	upon for your time.	03:05:28
15	MS. COHEN: It's okay if she wants to finish,	03:05:30
16	Dr. Anderson, now.	03:05:32
17	CHAIRWOMAN ANDERSON: No, it's --	03:05:33
18	MS. COHEN: Okay.	03:05:33
19	CHAIRWOMAN ANDERSON: -- it's really fine. Go	03:05:34
20	ahead.	03:05:36
21	MS. COHEN: I -- I just -- The whole idea to	03:05:36
22	me is that we're -- we're -- We want	03:05:38
23	more and more kids from each school to	03:05:40
24	apply. I -- I hope there's not a	03:05:42
25	real-world situation where we only have	03:05:44

1 five kids who are interested. So the 03:05:46
2 idea to me is let's bring it to them 03:05:48
3 instead of asking them to go. 03:05:51
4 And transportation isn't an issue if 03:05:53
5 we do things where we stay after on a day 03:05:55
6 with a late bus. I have no doubt that our 03:05:57
7 staff and our schools can figure out a way 03:05:59
8 to make this as inclusive as humanly 03:06:01
9 possible to help kids navigate this 03:06:04
10 process. So I -- I won't be supporting 03:06:06
11 the amendment. 03:06:09
12 CHAIRWOMAN ANDERSON: Thank you. Ms. Corbett 03:06:11
13 Sanders? 03:06:17
14 MS. CORBETT SANDERS: So I think Ms. Cohen 03:06:18
15 picked up where I left off which is this 03:06:19
16 is about creating about creating access 03:06:21
17 to opportunities and eliminating 03:06:24
18 barriers. And even though we might 03:06:26
19 eliminate a barrier by providing a bus to 03:06:28
20 another location, there may be an 03:06:31
21 emotional barrier of having to leave 03:06:33
22 their home school to go and participate 03:06:36
23 in this process. So the easier we make 03:06:39
24 it, the more inviting and encouraging we 03:06:41
25 provide these opportunities to do the 03:06:45

1 problem-solving essay and the student 03:06:48
2 information sheet, the more likely that 03:06:49
3 we will achieve our goal of providing 03:06:52
4 greater -- or achieving greater diversity 03:06:56
5 within TJ. 03:06:59
6 And so I urge my colleagues to vote 03:07:00
7 down the amendment to Ms. Omeish's motion 03:07:04
8 and fully support Ms. Omeish's motion. 03:07:08
9 CHAIRWOMAN ANDERSON: Thank you. 03:07:12
10 Mr. Frisch? 03:07:13
11 MR. FRISCH: Thanks. I'll keep it quick. 03:07:15
12 We've spent a lot of our 03:07:17
13 conversations around this issue talking 03:07:18
14 about our outreach efforts and how we can 03:07:21
15 increase the pool of people applying and 03:07:24
16 people interested and build excitement. 03:07:26
17 You know, on this and every other element 03:07:30
18 of outreach and recruitment, we're going 03:07:34
19 to have to meet people where they are, 03:07:36
20 especially in communities that have not 03:07:38
21 been part of this process before. Put 03:07:41
22 them someplace where they are comfortable, 03:07:45
23 someplace where they are familiar and 03:07:47
24 we'll have a better outcome. I think this 03:07:50
25 is a great amendment -- or this is a great 03:07:51

1	motion and I will be opposing the	03:07:53
2	amendment.	03:07:55
3	Thank you.	03:07:56
4	CHAIRWOMAN ANDERSON: Thank you, Mr. Frisch.	03:07:57
5	Ms. Pekarsky, and then I will take	03:07:59
6	my turn on this matter.	03:08:01
7	MS. PEKARSKY: Thank you, Dr. Anderson.	03:08:03
8	Just very quickly, I will be	03:08:04
9	opposing the amendment but supporting the	03:08:07
10	main motion for many of the reasons that	03:08:09
11	people have already said. However, I	03:08:11
12	would also like to say one of the very	03:08:16
13	important reasons that I think this is	03:08:18
14	a -- a very important follow-on, and I	03:08:22
15	thank Ms. Omeish for her dedication, is	03:08:24
16	that even the simple act of us allowing	03:08:27
17	children the option to opt out gives a	03:08:32
18	very powerful message to them that their	03:08:36
19	teachers, the school system, believes that	03:08:39
20	we see them as potential TJ students. I	03:08:44
21	think that's powerful in and of itself,	03:08:49
22	and I will very happily support this.	03:08:54
23	CHAIRWOMAN ANDERSON: Thank you. Very quickly	03:08:56
24	I will take my turn before we have the	03:08:57
25	second speakers to this motion.	03:09:00

1 I'm glad to follow Ms. Pekarsky, 03:09:03
2 because I think the piece that she touched 03:09:05
3 upon, meaning potential, is really key. 03:09:07
4 We are going to show all of our kids that 03:09:10
5 they have potential by allowing all of 03:09:12
6 those who are eligible to participate. 03:09:15
7 This is the same way in which this 03:09:18
8 district engages in "Kodak" testing. 03:09:21
9 Every single second-grader gets the 03:09:23
10 test -- gets the assessment at their 03:09:25
11 school; and then we get them into the pool 03:09:27
12 and then we continue through the process. 03:09:31
13 What I think Ms. Omeish is asking 03:09:33
14 here is if they meet the criteria, meet 03:09:35
15 them where they are. 03:09:38
16 Mr. Frisch also said this perfectly. 03:09:39
17 We have an outreach issue. This is a very 03:09:42
18 easy way of pulling kids in, because 03:09:46
19 they're already there. They're not going 03:09:48
20 to escape the opportunity to this -- and 03:09:51
21 access to this. 03:09:55
22 So I am not going to vote in favor 03:09:57
23 of the amendment and will be supporting 03:09:59
24 the main motion. 03:10:03
25 Now I see some hands for go-backs. 03:10:04

Page 180

1	We will have limited go-backs because we	03:10:07
2	have a full agenda, folks, still left in	03:10:10
3	front of us. So we'll take a minute and a	03:10:11
4	half for the go-backs.	03:10:14
5	Ms. McLaughlin?	03:10:16
6	MS. McLAUGHLIN: Thank you. I wanted the	03:10:18
7	go-back because I'm voting against my own	03:10:19
8	amendment and I'm just gonna let the	03:10:21
9	public know that this is why I'm so	03:10:23
10	unhappy about where we are tonight. This	03:10:26
11	lack of posting things until 30 minutes	03:10:30
12	beforehand, the lack of understanding of	03:10:32
13	how we're going to administer and proctor	03:10:35
14	the problem-solving essay, I --	03:10:38
15	Everything I spoke to in favor of	03:10:40
16	Ms. Omeish's original motion is because I	03:10:42
17	want to be able to increase access and	03:10:44
18	opportunity.	03:10:47
19	So now I've listened to everybody	03:10:48
20	lecture that I'm not for that, which is	03:10:49
21	absolutely not the case; but there wasn't	03:10:52
22	clarity from staff in terms of how are we	03:10:54
23	going to be administering the proctored	03:10:58
24	exam?	03:11:00
25	So they made it sound in their	03:11:00

1 responses that this is going to be a 03:11:02
2 higher cost by offering the proctored ex 03:11:05
3 -- the proctored essay at every single one 03:11:08
4 of our schools. So everything that my 03:11:12
5 colleagues have just said, if we're 03:11:14
6 proctoring it during the school day, while 03:11:16
7 the kids are already there, then you've 03:11:18
8 already got paid staff in the building. 03:11:21
9 So I'll just tell everybody, my 03:11:23
10 colleagues, I am sorry we wasted I don't 03:11:25
11 know how many minutes on this thing. I'm 03:11:27
12 extremely frustrated because it was a 03:11:30
13 complete loss of time. Unnecessary. Of 03:11:33
14 course I believe in meeting kids where we 03:11:36
15 are. It's why I supported her motion in 03:11:38
16 the first place. It was the responses I 03:11:40
17 heard from staff that made me look at how 03:11:42
18 do we do this as efficiently and 03:11:46
19 effectively as possible. 03:11:47
20 Definitely not happy, as you can 03:11:49
21 tell right now, but certainly hear -- 03:11:51
22 (Bell ringing)
23 -- your praise for Ms. Omeish. 03:11:53
24 CHAIRWOMAN ANDERSON: Thank you. 03:11:56
25 Ms. Meren, you'll have your 90 03:11:57

1	seconds and then Mr. Smith, you'll be	03:11:59
2	invited to respond.	03:12:01
3	MS. MEREN: Yeah. So I have --	03:12:02
4	CHAIRWOMAN ANDERSON: If you now recall the	03:12:03
5	question.	03:12:05
6	MS. MEREN: Sure. Thank you.	03:12:05
7	I -- I have to agree, again, with	03:12:07
8	Ms. McLaughlin, here; and I, too, am at a	03:12:09
9	loss for the operational, you know,	03:12:12
10	implementation of this. So, you know,	03:12:16
11	again, I also put forth supporting this	03:12:19
12	amendment because I support the idea of	03:12:22
13	access; but to not have staff have fleshed	03:12:24
14	out what this would really look like is	03:12:28
15	irresponsible.	03:12:30
16	I mean, we have a fiduciary	03:12:32
17	responsibility. I think the main motion	03:12:33
18	that we spoke to tonight about the larger	03:12:35
19	admissions process is something that has	03:12:38
20	been spoken about at length. You know, it	03:12:41
21	wasn't a new idea; but this is really a	03:12:44
22	new idea, and I don't -- so I don't know	03:12:48
23	if I'm gonna withdraw it or I can't	03:12:51
24	remember, Ms. McLaughlin, if you were	03:12:53
25	withdrawing; but I'm -- I just would vote	03:12:54

1 it down for me. So... 03:12:57

2 MS. McLAUGHLIN: Yeah. We just have to vote 03:12:58

3 it down 'cause it's already -- belongs to 03:12:59

4 the body. 03:13:01

5 CHAIRWOMAN ANDERSON: It's already in process. 03:13:01

6 (unintelligible) any more. It's been 03:13:05

7 seconded. 03:13:06

8 Mr. Smith and Ms. Omeish and then we 03:13:07

9 will call for the vote. 03:13:08

10 MR. SMITH: Oh, and I just wanted to clarify 03:13:09

11 that in the absence of this motion, we 03:13:11

12 would certainly follow our current 03:13:13

13 practices for administering the student 03:13:15

14 information sheet and administering the 03:13:18

15 problem-solving essay with students 03:13:21

16 coming together as a group. 03:13:22

17 And so, again, we have not had an 03:13:26

18 opportunity to cost these items out and 03:13:29

19 really think about what that plan would 03:13:32

20 look like, but would certainly be able to 03:13:34

21 do that if the board directed us to do so. 03:13:36

22 CHAIRWOMAN ANDERSON: Thank you. 03:13:39

23 Ms. Omeish? 03:13:39

24 MS. OMEISH: Yeah, I was gonna defer -- 03:13:40

25 (Overspeaking - unintelligible)

1	CHAIRWOMAN ANDERSON: Okay. Thank you.	03:13:44
2	MS. OMEISH: Okay.	03:13:47
3	CHAIRWOMAN ANDERSON: I'm going to go ahead	03:13:47
4	and call for the vote.	03:13:48
5	Ms. McLaughlin, I don't have it	03:13:50
6	written in front of me. If you wouldn't a	03:13:52
7	mind repeating what your amendment was,	03:13:54
8	please?	03:13:59
9	MS. McLAUGHLIN: I (unintelligible) do that;	03:14:00
10	but the clerk wrote it down as I spoke.	03:14:03
11	So I'm going to have to the clerk read	03:14:06
12	it.	03:14:09
13	CHAIRWOMAN ANDERSON: Ms. Mulberg?	03:14:09
14	MS. MUHLBERG: Yes. I move to amendment the	03:14:10
15	motion to remove the requirement that the	03:14:12
16	problem-solving exams be administered at	03:14:14
17	every single elementary school.	03:14:16
18	CHAIRWOMAN ANDERSON: Thank you.	03:14:19
19	All in favor?	03:14:21
20	MS. McLAUGHLIN: It was middle school.	03:14:21
21	MS. OMEISH: Correction. It was middle	03:14:22
22	school.	03:14:24
23	MS. McLAUGHLIN: Thank you.	03:14:24
24	CHAIRWOMAN ANDERSON: Thank you.	03:14:26
25	All in favor?	03:14:26

1 (No response.)

2 All opposed? 03:14:29

3 Ms. Meren, Ms. Corbett Sanders, 03:14:33

4 Ms. Cohen, Ms. Omeish, Ms. Tholen, 03:14:35

5 Ms. McLaughlin, Ms. Pekarsky, Ms. Sizemore 03:14:37

6 Heizer, Ms. Derenak Kaufax, 03:14:39

7 Ms. Keys-Gamarra, Mr. Frisch and myself. 03:14:41

8 That is unanimous. 03:14:43

9 And now we will return to the vote 03:14:44

10 on the main motion which is: I move to 03:14:46

11 require that the test essay and SIS to be 03:14:48

12 administered locally at each middle school 03:14:51

13 to all eligible students who meet the 3.5 03:14:53

14 GPA and Algebra I requirements and to 03:14:55

15 provide the opportunity to opt out of the 03:14:57

16 taking the test if they so choose by the 03:14:59

17 admission cycle for the class of 2026, 03:15:02

18 next year. To opt out would be to 03:15:04

19 eliminate oneself from consideration for 03:15:06

20 TJ.

21 All in favor? 03:15:09

22 We have Ms. Corbett Sanders, 03:15:11

23 Ms. Derenak Kaufax, Ms. Cohen, Mr. Frisch, 03:15:14

24 Ms. Omeish, Ms. Keys-Gamarra, 03:15:15

25 Ms. McLaughlin, Ms. Pekarsky, Ms. Sizemore 03:15:18

1	Heizer and Ms. Tholen, Ms. Meren, and	03:15:20
2	myself.	03:15:22
3	And that is unanimous. The motion	03:15:22
4	carries.	03:15:25
5	At this time, I would like to call	03:15:26
6	on Ms. Omeish for another motion.	03:15:28
7	MS. OMEISH: All right. So this is a	03:15:33
8	follow-on motion, to be clear.	03:15:37
9	I move to establish that as part of	03:15:41
10	the holistic review process, by the	03:15:43
11	process for the 2027 class, the top	03:15:45
12	percent of the 8th grade class at each	03:15:47
13	public middle school in Fairfax County	03:15:50
14	will meet the minimum standards if done	03:15:51
15	GPA and core classes, student portrait	03:15:53
16	sheet, problem-solving essay and	03:15:55
17	experience factors shall be eligible for	03:15:56
18	admission according to the percentage that	03:15:58
19	is proportional to their population.	03:16:00
20	This -- this reflects the existing	03:16:01
21	holistic review plan but calculates	03:16:04
22	allotments of gifted students by school	03:16:06
23	rather than by region.	03:16:10
24	CHAIRWOMAN ANDERSON: Do I have a second?	03:16:11
25	Thank you, Ms. Cohen.	03:16:13

1 Ms. McLaughlin, please lower your 03:16:14
2 hand at this time. 03:16:16
3 Ms. Omeish, please speak to your 03:16:19
4 motion. 03:16:22
5 MS. OMEISH: Yes. I just want to be clear for 03:16:23
6 everyone. I know the language of things 03:16:25
7 has been modified based on, you know, 03:16:27
8 legal advice and going back and forth and 03:16:30
9 folks being confused. 03:16:32
10 Ultimately what this is doing is 03:16:33
11 this is saying: Not right now, because 03:16:35
12 realistically it's not how things work 03:16:38
13 out. But our goal down the line is to say 03:16:40
14 that we need to get to a point where the 03:16:43
15 number of students coming from every 03:16:45
16 school is proportional to the size of the 03:16:47
17 population; and the hope is that we will 03:16:50
18 work on providing the math resources that 03:16:53
19 are needed, the advanced programming, the 03:16:56
20 supports and scaffolding that is gonna -- 03:16:59
21 that are gonna get our students to a 03:17:00
22 place, and especially now with the 03:17:03
23 opt-out, it's gonna really screen for 03:17:05
24 everyone, such that we have a fair 03:17:08
25 process. And "a fair process" means an 03:17:10

1 equal shot regardless of what school 03:17:11
2 you're at. 03:17:13
3 So this is putting us at the cycle 03:17:14
4 for the 2027 year, which means we have 03:17:16
5 three cycles to achieve that goal. So now 03:17:17
6 we just approved 1.5 percent. Hopefully 03:17:21
7 by the following year we move a little bit 03:17:25
8 further and then the final year, we reach 03:17:28
9 a point where it's -- it's fair across the 03:17:30
10 county. 03:17:32
11 CHAIRWOMAN ANDERSON: Thank you. 03:17:34
12 Ms. Cohen, would you like to speak 03:17:34
13 to your second? 03:17:36
14 MS. COHEN: I would just say ditto, the goal 03:17:38
15 is that the number of kids that a school 03:17:41
16 sends to TJ ought to be reflective of 03:17:43
17 their 8th grade class population. And 03:17:46
18 when we talk about by name and by need 03:17:49
19 and giving opportunities by every ZIP 03:17:53
20 code, I think this is a wonderful way to 03:17:54
21 do it, and I'm -- I'm pleased to be able 03:17:57
22 to second Ms. Omeish on this one. 03:18:03
23 CHAIRWOMAN ANDERSON: Thank you. 03:18:04
24 Other speakers for this motion? 03:18:05
25 Mr. Frisch? 03:18:06

1 MR. FRISCH: Thank you. I see this as the 03:18:07
2 school board committing to following 03:18:08
3 through on its commitment to make sure 03:18:11
4 that we are doing our -- our level best 03:18:15
5 to prepare students and find them and 03:18:18
6 make sure that we're competing across the 03:18:21
7 entire county. You know, this is 03:18:24
8 aspirational, and it sets the board up to 03:18:26
9 achieve those goals; and I fully support 03:18:29
10 it. 03:18:31
11 Thank you. 03:18:31
12 CHAIRWOMAN ANDERSON: Thank you. 03:18:33
13 Ms. Corbett Sanders? 03:18:33
14 MS. CORBETT SANDERS: Yes. Thank you. 03:18:40
15 As Ms. Omeish and I have spoken 03:18:41
16 about this, I fully support her objective 03:18:43
17 here. My question is: What this goal 03:18:46
18 sets is to have this fully achieved within 03:18:51
19 three years of today. So it -- it's the 03:18:55
20 cycle that would be admitted this spring, 03:18:58
21 next spring, and then by the third spring 03:19:01
22 we would have full -- a full 03:19:03
23 representation, proportionate 03:19:12
24 representation within three years. 03:19:14
25 I have a question of Dr. Brabrand, 03:19:20

1 because I want to be realistic. 03:19:25

2 I had suggested maybe four years, 03:19:29

3 because that would mean that students that 03:19:32

4 are going to be in 5th grade next year 03:19:34

5 would be able to have that proportionate 03:19:40

6 representation. So our 4th graders this 03:19:43

7 year. 03:19:52

8 I love Ms. Omeish's spirit, but I 03:19:52

9 want to understand. Is it achievable in 03:19:53

10 this short of a time frame, Dr. Brabrand? 03:19:56

11 CHAIRWOMAN ANDERSON: Dr. Brabrand, please go 03:19:59

12 ahead. 03:20:05

13 MR. SMITH: So Dr. Brabrand is having -- I 03:20:05

14 was just on the phone with him. He's 03:20:07

15 having technical difficulties. 03:20:08

16 So, Ms. Corbett Sanders, if you 03:20:10

17 could ask your question again, I 03:20:12

18 apologize. 03:20:13

19 MS. CORBETT SANDERS: No, that's fine. I'm 03:20:14

20 just concerned that I -- I love the 03:20:16

21 spirit of this motion. My concern is: 03:20:18

22 Is it achievable? Is it achievable in 03:20:22

23 the three years; or would we be better 03:20:25

24 off having one additional year to make it 03:20:28

25 four years, which also allows us to 03:20:31

1	ensure that we have the robust	03:20:34
2	programming at each of our elementary	03:20:37
3	schools which were included in	03:20:39
4	Ms. Derenak Kaufax's amendment -- or	03:20:43
5	motion in October, which we need to make	03:20:45
6	sure it is fully funded in this next	03:20:48
7	budget cycle?	03:20:50
8	MR. SMITH: We do know that there are -- there	03:20:53
9	are many things in play that we would	03:20:54
10	want to consider. We also know that with	03:20:56
11	a new process, it's going to be hard for	03:20:58
12	us to start establishing metrics without	03:21:02
13	some baseline data. And so while I	03:21:04
14	couldn't say that one more year would	03:21:08
15	give us that time, I know that the more	03:21:11
16	time we would have to review	03:21:13
17	interventions that we've put in place for	03:21:15
18	us to review our processes and for us to	03:21:18
19	see the fruits of our efforts would give	03:21:22
20	us more time to set a more measurable	03:21:24
21	metric.	03:21:27
22	CHAIRWOMAN ANDERSON: Thank you.	03:21:28
23	MR. SMITH: -- and more (unintelligible) --	03:21:29
24	MS. CORBETT SANDERS: I want to	03:21:32
25	(unintelligible) --	03:21:35

1	CHAIRWOMAN ANDERSON: I notice that	03:21:36
2	Dr. Brabrand has returned.	03:21:37
3	Dr. Brabrand, are you with us?	03:21:38
4	SUPERINTENDANT BRABRAND: I'm back. Thank	03:21:39
5	you.	03:21:39
6	CHAIRWOMAN ANDERSON: Did you -- Were you	03:21:40
7	able to hear the question?	03:21:40
8	SUPERINTENDANT BRABRAND: I heard the	03:21:43
9	question. I'm sure Mr. Smith answered it	03:21:44
10	well. I did not hear his answer.	03:21:47
11	Is there still a question?	03:21:49
12	CHAIRWOMAN ANDERSON: Ms. Corbett Sanders, did	03:21:52
13	you need some additional details to	03:21:54
14	your -- to your question or are you	03:21:56
15	satisfied with Mr. Smith's response?	03:21:58
16	MS. CORBETT SANDERS: So Mr. Smith's response,	03:22:01
17	if I can character it is that it would be	03:22:04
18	helpful to have a bit more time. Is that	03:22:06
19	correct, Mr. Smith?	03:22:10
20	MR. SMITH: That is correct. Yes. For us to	03:22:14
21	again, once we've put in a new process,	03:22:17
22	for us to look at some baseline data,	03:22:19
23	look at interventions that we're putting	03:22:22
24	in place, working very closely with IS,	03:22:24
25	working with our chief equity officer, to	03:22:28

1 then look at -- and establish what a -- a 03:22:31
2 meaningful metric would be for the board 03:22:35
3 with more time, most definitely. 03:22:37
4 MS. CORBETT SANDERS: So I would like to offer 03:22:41
5 a amendment to increase the time period 03:22:43
6 by just one year. 03:22:48
7 CHAIRWOMAN ANDERSON: Okay. Thank you. 03:22:51
8 Everyone please lower your hands. You've 03:22:52
9 been recognized. 03:22:54
10 Is there a second? 03:22:55
11 Ms. Tholen and Ms. McLaughlin, thank 03:22:57
12 you. 03:23:00
13 Is there a second to this amendment? 03:23:00
14 (No response.)
15 Okay. Seeing none, we are going to 03:23:07
16 move on to the next speaker. 03:23:09
17 Ms. McLaughlin, followed by Ms. Tholen. 03:23:12
18 MS. McLAUGHLIN: Thank you. 03:23:18
19 Again, I -- I do appreciate the 03:23:22
20 positive intentions and mindset that not 03:23:26
21 just the maker but board members who are 03:23:30
22 speaking in support of it have; but this 03:23:31
23 one gives me a lot of pause and here's 03:23:34
24 why. 03:23:38
25 Again, anyone who's done selective 03:23:38

1 college admissions knows in any given year 03:23:40
2 your pool of applicants from any given 03:23:44
3 high school are gonna change from year to 03:23:46
4 year, and time to time; and you're gonna 03:23:48
5 have incredibly talented group of kids 03:23:52
6 from high school A versus high school B 03:23:54
7 and that can change from year to year. 03:23:56
8 This idea that we would have, you 03:23:58
9 know, to Ms. Omeish's language, that 03:24:01
10 you're gonna have equitable representation 03:24:04
11 across all of our middle schools, I -- I 03:24:05
12 think everything we've done tonight is to 03:24:09
13 demonstrate our desire to have an 03:24:11
14 increased access of opportunities; but 03:24:14
15 this is far too prescriptive. 03:24:16
16 I don't want to give the signal to 03:24:18
17 staff. I expect them to be continuing a 03:24:19
18 highly- selective admissions process, 03:24:23
19 identifying our -- our best and brightest 03:24:25
20 students with a passionate intellect for 03:24:27
21 STEM, and we want to have more geographic 03:24:29
22 diversity. We will get that through the 03:24:32
23 1.5; but beyond that, we've got to be 03:24:35
24 focused on what TJ's purpose is; and that 03:24:37
25 is to bring kids with that passion and the 03:24:41

1 aptitude into doing this; and you 03:24:45
2 shouldn't be prescribing it as there's the 03:24:47
3 same exact seats at every single middle 03:24:49
4 school. I -- I just don't think this is 03:24:51
5 the -- what I've seen as a best practice. 03:24:56
6 I can't support it. And I really hope 03:24:58
7 people won't support it. This is not 03:25:00
8 vetted well enough for any of us, frankly, 03:25:02
9 to make this determination. And to direct 03:25:05
10 the superintendent and his team on this 03:25:06
11 goal, with a three-year timeline, I 03:25:08
12 don't -- I don't think this is a good one 03:25:11
13 to do tonight, folks. 03:25:13
14 CHAIRWOMAN ANDERSON: Thank you. 03:25:17
15 Ms. Tholen, followed by Ms. Meren. 03:25:17
16 MS. THOLEN: Yes. Thank you. 03:25:22
17 I'm happy to follow Ms. McLaughlin 03:25:23
18 on this one. Although I am not one to shy 03:25:25
19 away from aspirational goals, I think that 03:25:29
20 part of I think what Mr. Smith was trying 03:25:33
21 to say is we actually, even this evening, 03:25:35
22 have upcoming amendments that we're 03:25:38
23 looking at around the types of metrics and 03:25:41
24 data and information that we want around 03:25:46
25 the process that we're talking about 03:25:48

1 putting in place for this year, to see how 03:25:51
2 is it working? Do we need to make 03:25:52
3 additional changes? How are -- How do we 03:25:54
4 want to, you know, continue moving forward 03:25:59
5 with goals that we have. 03:26:01
6 And so I think it's premature to set 03:26:02
7 such a prescriptive, you know, set of 03:26:05
8 numbers years out when we made the 03:26:09
9 significant changes to the process, even 03:26:14
10 next year, depending upon, you know, what 03:26:16
11 our data is. 03:26:19
12 So I think, you know, like I said, 03:26:20
13 not (unintelligible) Mr. Smith, we need 03:26:22
14 more data, more information about how the 03:26:24
15 big changes we're making, you know, right 03:26:27
16 now even work before we tie ourselves into 03:26:29
17 this. This might not be what we want in a 03:26:33
18 couple of years. We might want something 03:26:35
19 a little bit different. 03:26:37
20 Thank you. 03:26:39
21 CHAIRWOMAN ANDERSON: Thank -- Thank you. 03:26:40
22 Ms. Meren? 03:26:42
23 MS. MEREN: Thank you. 03:26:43
24 I agree with Ms. Tholen and 03:26:44
25 Ms. McLaughlin. I think that it is too 03:26:45

1 prescriptive. 03:26:48

2 I also think, you know, it reminds 03:26:48

3 me about, like, if you are on medication 03:26:50

4 and you change your medication, if you do 03:26:53

5 too many things at once, you can't see if 03:26:55

6 the remedy that you now administered is 03:26:57

7 actually taking effect. 03:27:00

8 So we've just taken a pretty 03:27:01

9 substantial approach to changing the 03:27:02

10 admissions process; and if we continue to 03:27:05

11 add all these other things, we're not 03:27:07

12 gonna see if that's really working. I'm, 03:27:09

13 also, concerned about the operational 03:27:11

14 implementation of it. 03:27:13

15 I have a point of order question, I 03:27:15

16 guess, or a clarification, if the clerk, 03:27:17

17 Ms. Mulberg, could please help me with 03:27:20

18 this question. 03:27:23

19 Can you please, the motion that we 03:27:24

20 just previously voted on, it's in 03:27:28

21 BoardDocs listed as main motion 3, about 03:27:32

22 directing the superintendent to report to 03:27:37

23 the board an opt-out process. 03:27:39

24 Is that the motion that we voted on 03:27:41

25 or did we vote on something different, or 03:27:43

1	other language that we had? Can you	03:27:47
2	please confirm?	03:27:51
3	MS. MUHLBERG: I'm afraid I don't understand	03:27:53
4	your question.	03:27:56
5	MS. MEREN: The -- So on BoardDocs, on the	03:27:57
6	cover sheet, it says main motion 3 and it	03:27:59
7	lists the motion. Isn't that what we	03:28:02
8	voted on, regarding the opt-out process	03:28:05
9	and taking the test? And by test, I know	03:28:10
10	it --	03:28:15
11	CHAIRWOMAN ANDERSON: Ms. Mulberg, Ms. Meren	03:28:16
12	is asking if the language is the same --	03:28:17
13	MS. MUHLBERG: No.	03:28:20
14	CHAIRWOMAN ANDERSON: -- from what's posted to	03:28:20
15	what was just shared.	03:28:22
16	MS. MUHLBERG: No.	03:28:23
17	CHAIRWOMAN ANDERSON: It is not?	03:28:23
18	MS. MUHLBERG: It's not.	03:28:24
19	The -- The motion that -- that	03:28:26
20	you -- that you're considering now, you	03:28:27
21	mean, or the motion you've --	03:28:29
22	MS. MEREN: No, the previous one, Ms. Mulberg.	03:28:31
23	MS. MUHLBERG: No. No, that wasn't -- That	03:28:32
24	wasn't -- You haven't voted on that one	03:28:34
25	yet.	03:28:37

1 MS. MEREN: We -- okay. Did we vote -- I -- 03:28:38
2 Okay. I thought we voted -- 03:28:40
3 CHAIRWOMAN ANDERSON: I -- I think she's 03:28:42
4 asking about the previous motion, the one 03:28:45
5 regarding the -- the test essay. Is that 03:28:46
6 the one -- Is that what you're referring 03:28:49
7 to? 03:28:52
8 MS. MEREN: The opt-out and the location of 03:28:52
9 the testing; and by testing, I mean the 03:28:56
10 one SIS and the -- 03:29:02
11 CHAIRWOMAN ANDERSON: If I -- If I may ask 03:29:04
12 this. I note Mr. Morgan is here with us, 03:29:06
13 our parla -- our parliamentarian. I want 03:29:09
14 to be sure that we are in order. 03:29:11
15 I believe what Ms. Meren is asking 03:29:13
16 is the -- the motion that we just voted 03:29:17
17 upon previously, not the one currently on 03:29:19
18 the table, I think what -- 03:29:21
19 MS. MEREN: Correct. 03:29:22
20 CHAIRWOMAN ANDERSON: -- she's saying, what 03:29:23
21 was articulated is different than what is 03:29:23
22 posted on BoardDocs. 03:29:27
23 Mr. Morgan, can you confirm that 03:29:28
24 that was in order, even though it's 03:29:30
25 different from what's posted? 03:29:32

1 MR. MORGAN: What's posted is not the same as 03:29:35
2 what you're act -- what the body actually 03:29:37
3 does; so you provided Ms. Omeish an 03:29:40
4 opportunity to make a motion. She made a 03:29:45
5 motion. It's listed below as, "I move to 03:29:47
6 direct the superintendent to report to 03:29:52
7 the school board..." The language that 03:29:53
8 was actually made is shown on BoardDocs. 03:29:54
9 You might have to refresh your -- your 03:29:58
10 screen; but there -- That was in order. 03:30:01
11 CHAIRWOMAN ANDERSON: Thank you. 03:30:09
12 Ms. Meren, did you have another 03:30:11
13 question -- 03:30:13
14 MS. MEREN: Well, I just (overspeaking - 03:30:13
15 unintelligible) -- 03:30:14
16 CHAIRWOMAN ANDERSON: -- because what I -- 03:30:15
17 MS. MEREN: -- want to see the -- if you can 03:30:16
18 just give me one moment, please, to 03:30:20
19 just -- I did refresh before -- 03:30:22
20 CHAIRWOMAN ANDERSON: While you refresh, I'm 03:30:26
21 going to follow up with a question -- 03:30:27
22 MS. MEREN: No. I mean, I -- (overspeaking). 03:30:29
23 CHAIRWOMAN ANDERSON: -- with Mr. Morgan. 03:30:30
24 MS. MEREN: -- can see -- Okay. I'm sorry. 03:30:31
25 I'm not trying to be confusing here. 03:30:32

1 CHAIRWOMAN ANDERSON: No. That's okay. Go 03:30:34
2 ahead and refresh. I just want to -- 03:30:35
3 MS. MEREN: No, I did. 03:30:37
4 CHAIRWOMAN ANDERSON: -- ask Mr. Morgan -- 03:30:37
5 MS. MEREN: I did. But, again, on main motion 03:30:38
6 3, it's saying that "We move to direct 03:30:40
7 the superintendent to report to the board 03:30:42
8 on the opt-out process which will include 03:30:43
9 using the universal screener." 03:30:49
10 Didn't we vote on saying that we're 03:30:51
11 going for allowing for a local school to 03:30:54
12 test at local schools and have every -- 03:30:57
13 CHAIRWOMAN ANDERSON: So -- 03:31:01
14 MS. MEREN: -- be opt out? 03:31:01
15 CHAIRWOMAN ANDERSON: So the question, 03:31:03
16 Mr. Morgan, that I think is being 03:31:04
17 presented here is if we voted on a motion 03:31:06
18 that was not on BoardDocs but yet was 03:31:10
19 presented by the maker and seconded 03:31:12
20 and -- is it out of order? Is it an 03:31:15
21 issue if the language doesn't match? 03:31:17
22 MS. MEREN: Well, the -- that -- 03:31:20
23 MR. MORGAN: In -- 03:31:21
24 MS. MEREN: -- that's not exactly my question. 03:31:21
25 I'm -- I want to know the answer, 03:31:23

1 Dr. Anderson; but I also want to be clear 03:31:24
2 on what we voted on; because there's just 03:31:27
3 been some confusion, I'm realizing now, 03:31:29
4 of an earlier version of a motion that 03:31:31
5 was different than what was voted on; and 03:31:34
6 I just want to be clear on what we did, 03:31:36
7 please. 03:31:40
8 CHAIRWOMAN ANDERSON: I will have Mr. Morgan 03:31:40
9 answer that question and then we will 03:31:41
10 repeat the vote that was taken. I'll 03:31:45
11 have the clerk re-read what was voted 03:31:47
12 upon -- 03:31:50
13 MS. MEREN: That would be great. 03:31:50
14 CHAIRWOMAN ANDERSON: -- in just a second. 03:31:51
15 MR. FRISCH: Point of clarification. 03:31:52
16 CHAIRWOMAN ANDERSON: Mr. Morgan? 03:31:54
17 MR. MORGAN: Yes. 03:31:55
18 CHAIRWOMAN ANDERSON: Mr. Frisch, if I may 03:31:55
19 have Mr. Morgan just go ahead and respond 03:31:57
20 to that one question, and then I'll take 03:31:59
21 your point of clarification. 03:32:00
22 MR. MORGAN: If an objection would have been 03:32:03
23 made that the motion made did not reflect 03:32:04
24 what -- the motion that was planned, it 03:32:07
25 would have needed to be made at the time 03:32:09

1 that the motion was made. It -- You 03:32:13
2 couldn't wait till there was a discussion 03:32:15
3 and a vote and then said: Well, 03:32:17
4 that's -- wasn't what we planned on 03:32:20
5 discussing. 03:32:22
6 It really needs to be timely, the 03:32:23
7 objection to its consideration. 03:32:26
8 CHAIRWOMAN ANDERSON: Thank you. I wanted to 03:32:30
9 just make sure. I didn't see Ms. Meren's 03:32:32
10 as an objection but rather as a question, 03:32:34
11 but I appreciate the clarification. 03:32:36
12 Mr. Frisch, do you have a point of 03:32:39
13 clarification? 03:32:41
14 MR. FRISCH: That -- That's fine. No 03:32:43
15 question. 03:32:44
16 CHAIRWOMAN ANDERSON: Thank you. 03:32:45
17 Ms. Mulberg, if you could please 03:32:46
18 read the previous motion that we voted 03:32:48
19 upon which carried. Go ahead. 03:32:51
20 MS. MUHLBERG: You're referring to motion 03:33:00
21 number 3 moved by Ms. Omeish and seconded 03:33:02
22 by Laura Jane -- 03:33:06
23 CHAIRWOMAN ANDERSON: Correct. 03:33:07
24 MS. MUHLBERG: -- for the opt-out? 03:33:07
25 CHAIRWOMAN ANDERSON: Yes. 03:33:09

1 MS. MUHLBERG: Okay. Madame Chair, I move to 03:33:10
2 direct the superintendent to report to 03:33:12
3 the school board on an opt-out process 03:33:13
4 for all eligible students effective with 03:33:20
5 the fall 20 -- 2022 school year, which 03:33:22
6 will include the expiration -- 03:33:24
7 exploration of using a universal screener 03:33:26
8 for all students in 7th or 8th grade to 03:33:28
9 identify eligible students for admissions 03:33:31
10 to TJ. To opt out would be to eliminate 03:33:33
11 oneself from consideration for TJ. 03:33:36
12 MS. OMEISH: A point of order, Madame Chair. 03:33:39
13 CHAIRWOMAN ANDERSON: That is -- Thank you. 03:33:42
14 Ms. Omeish, go ahead. 03:33:43
15 MS. OMEISH: Yeah. That is not the motion I 03:33:45
16 read prior nor after we agreed to this 03:33:46
17 motion; and that is reflected -- 03:33:49
18 (overspeaking - unintelligible)
19 MS. OMEISH: -- all of us have and is the 03:33:52
20 language I sent several days ago, 03:33:53
21 modifying what I sent months -- a month 03:33:55
22 ago about this motion. 03:33:58
23 CHAIRWOMAN ANDERSON: And I don't recall that 03:34:01
24 to be the motion that I read when I 03:34:02
25 presented the vote. 03:34:04

1 What I presented is what I have here 03:34:05
2 in front of me, which is to require the 03:34:08
3 test essay and SIS to be administered 03:34:11
4 locally at each middle school to all 03:34:13
5 eligible students who meet the 3.5 GPA and 03:34:16
6 Algebra I requirements. 03:34:19
7 That's what I read for the vote. 03:34:22
8 MS. OMEISH: So there clearly is a -- 03:34:28
9 CHAIRWOMAN ANDERSON: And it goes on -- 03:34:29
10 MS. OMEISH: -- discrepancy. So there is a 03:34:30
11 discrepancy. 03:34:30
12 CHAIRWOMAN ANDERSON: There is a discrepancy, 03:34:31
13 but we voted on what I read, so I'm going 03:34:32
14 to go ahead and -- 03:34:35
15 MS. MUHLBERG: Then what is posted -- What is 03:34:36
16 posted on BoardDocs is not what -- What 03:34:37
17 is posted on BoardDocs, what we were 03:34:41
18 provided, is what I just read. So -- 03:34:43
19 CHAIRWOMAN ANDERSON: You read what was on 03:34:47
20 BoardDocs; but it is not -- What we 03:34:49
21 voted upon was not what was on BoardDocs. 03:34:50
22 That's not what was posted. And from 03:34:52
23 what I understand -- 03:34:54
24 PARTICIPANT: And that's -- 03:34:55
25 (Overspeaking - unintelligible)

1 CHAIRWOMAN ANDERSON: -- from Mr. Morgan -- 03:34:56
2 What I understand from Mr. Morgan is that 03:34:58
3 it is not out of order because the 03:35:01
4 objection should have been raised during 03:35:03
5 that vote. 03:35:05
6 So, Ms. Meren, I have to move us 03:35:06
7 along on the motion that is on the table 03:35:08
8 at this point, which is the holistic 03:35:11
9 review and the process to impact the 2027 03:35:15
10 class for a proportional representation. 03:35:18
11 So do you have statements to make on 03:35:21
12 that motion? 03:35:24
13 MS. MEREN: Nothing further than I already 03:35:26
14 said. 03:35:27
15 But can I be clear so I can address 03:35:27
16 this after this motion is acted upon? 03:35:29
17 CHAIRWOMAN ANDERSON: I'm sorry. Say that 03:35:33
18 again? 03:35:34
19 MS. MEREN: Nothing further than I already 03:35:35
20 addressed for this active motion; but 03:35:36
21 after this, then can I ask us to address 03:35:38
22 that previous motion? 03:35:42
23 CHAIRWOMAN ANDERSON: I don't think so. That 03:35:44
24 motion is closed. It's been voted upon 03:35:46
25 and we have several more motions to go on 03:35:48

Page 207

1 for tonight. 03:35:50

2 MS. MEREN: But which motion did we vote on? 03:35:51

3 CHAIRWOMAN ANDERSON: We voted on, I will read 03:35:55

4 it -- 03:35:58

5 MS. MEREN: The one in Board -- 03:35:58

6 CHAIRWOMAN ANDERSON: -- once more -- 03:36:00

7 MS. MEREN: The one in BoardDocs, 03:36:00

8 Dr. Anderson, or the one in the script? 03:36:01

9 CHAIRWOMAN ANDERSON: No. The one in the 03:36:03

10 script -- 03:36:03

11 MS. MEREN: But that's not what -- 03:36:04

12 (Overspeaking - unintelligible)

13 CHAIRWOMAN ANDERSON: -- which is the one that 03:36:05

14 I read. 03:36:06

15 MS. MEREN: So can we -- Can we finish this 03:36:06

16 motion and then I'd like to please raise 03:36:07

17 it for the next one? 03:36:09

18 CHAIRWOMAN ANDERSON: Okay. So we're going to 03:36:10

19 finish this motion and I'm going to read 03:36:11

20 the motion that is on the table and the 03:36:13

21 next speaker is Ms. Sizemore Heizer. 03:36:14

22 The motion on the table at this 03:36:17

23 point is: I move to establish that as 03:36:19

24 part of the holistic review process, by 03:36:21

25 the process for the 2027 class, the top 03:36:23

1	(audio distortion) percent of the 8th	03:36:27
2	grade class at each public middle school	03:36:30
3	in Fairfax County who meet minimum	03:36:32
4	standards based on GPA and core classes,	03:36:34
5	student (audio distortion) sheet, (audio	03:36:36
6	distortion) experience factor shall be	03:36:40
7	eligible for admission according to the	03:36:41
8	percentage that is proportional to their	03:36:44
9	population. This reflects the existing	03:36:46
10	holistic review plan, "both" calculates	03:36:48
11	allotments of gifted students but rather	03:36:50
12	by region.	03:36:53
13	So going back to the point that	03:36:55
14	Mr. Morgan made just earlier, if there is	03:36:56
15	an objection to this motion that we're	03:36:59
16	discussing not having been the motion that	03:37:02
17	is posted on BoardDocs, this can be raised	03:37:05
18	now.	03:37:12
19	PARTICIPANT: Dr. Anderson, my audio cut out.	03:37:12
20	Is it possible to send out that motion or	03:37:14
21	point to where that one that you read is	03:37:17
22	written so we can just read it.	03:37:22
23	(Overspeaking - unintelligible)	
24	MALE VOICE: I re-sent it at 10 -- at 10:36.	03:37:25
25	(Multiple voices overspeaking).	03:37:27

1 MS. MUHLBERG: Yeah, it -- it's in -- The 03:37:33
2 changes are in the scripts but not on 03:37:34
3 BoardDocs, so it's hard to track. 03:37:39
4 CHAIRWOMAN ANDERSON: You know what, folks, it 03:37:42
5 is 10:50. We have been going at this a 03:37:43
6 while. We have not taken a break. I 03:37:45
7 apologize. I -- I think I'm going to 03:37:47
8 call for a 10-minute recess for us to 03:37:49
9 make the changes so that we have all of 03:37:52
10 the motions that are in the script be 03:37:54
11 reflected on BoardDocs to have a more 03:37:56
12 transparent discussion. 03:37:58
13 So I will call for a recess right 03:38:00
14 now, barring any objections; and when we 03:38:02
15 return, Ms. Sizemore Heizer, you will be 03:38:04
16 the next speaker. 03:38:06
17 Let's come back at 11:00. Thank 03:38:07
18 you. 03:47:04
19 (10-minute recess.)
20 CHAIRWOMAN ANDERSON: So very quickly, we will 03:47:58
21 check -- we will have a quick attendance. 03:47:59
22 Ms. Corbett Sanders? 03:48:05
23 MS. CORBETT SANDERS: Yes, hello. 03:48:09
24 CHAIRWOMAN ANDERSON: Ms. Cohen? 03:48:12
25 MS. COHEN: Here. 03:48:14

Page 210

1	CHAIRWOMAN ANDERSON: Ms. Derenak Kaufax?	03:48:15
2	MS. DERENAK KAUFAX: Here.	03:48:16
3	CHAIRWOMAN ANDERSON: Mr. Frisch?	03:48:17
4	MR. FRISCH: Here.	03:48:20
5	CHAIRWOMAN ANDERSON: Ms. Keys-Gamarra?	03:48:21
6	MS. KEYS-GAMARRA: Here.	03:48:24
7	CHAIRWOMAN ANDERSON: Ms. McLaughlin?	03:48:27
8	MS. McLAUGHLIN: Here.	03:48:29
9	CHAIRWOMAN ANDERSON: Ms. Meren?	03:48:31
10	(No response.)	
11	Ms. Omeish?	03:48:36
12	MS. OMEISH: Here.	03:48:40
13	CHAIRWOMAN ANDERSON: Ms. Pekarsky?	03:48:40
14	MS. PEKARSKY: Here.	03:48:42
15	CHAIRWOMAN ANDERSON: Ms. Tholen?	03:48:43
16	MS. THOLEN: I'm here. Thank you.	03:48:47
17	CHAIRWOMAN ANDERSON: Ms. Sizemore Heizer?	03:48:49
18	MS. SIZEMORE HEIZER: I'm here. Thank you.	03:48:52
19	CHAIRWOMAN ANDERSON: And Ms. Meren?	03:48:54
20	(No response.)	
21	Okay. Ms. Meren has not returned.	03:48:59
22	So we do have quorum; so we are going to	03:49:01
23	continue.	03:49:03
24	The motion that is on the table at	03:49:04
25	this point is one that I will read in just	03:49:07

1	a minute and then I will pick up with the	03:49:11
2	next speaker, which is Ms. Sizemore	03:49:12
3	Heizer.	03:49:17
4	Bear with me while I get to that	03:49:17
5	space. I just had to scroll up here.	03:49:19
6	MS. OMEISH: A point of order, Dr. Anderson.	03:49:21
7	CHAIRWOMAN ANDERSON: Yes, Ms. Omeish.	03:49:24
8	MS. OMEISH: It's, you know, your decision to	03:49:26
9	do whatever if you want to kill this; but	03:49:28
10	this has been modified -- You know, I	03:49:30
11	mean, I'm not sure what -- You know, the	03:49:33
12	language on BoardDocs is not reflective	03:49:35
13	of everything I'd shared and -- and what	03:49:36
14	folks have reviewed and what we've	03:49:39
15	discussed; but I do have something that	03:49:40
16	is reflective of that, though I believe	03:49:42
17	we have been removed from edit access	03:49:45
18	into the script; so I'm no longer able to	03:49:46
19	share it.	03:49:48
20	CHAIRWOMAN ANDERSON: Yes. I want to share	03:49:48
21	with you that the motion that has been	03:49:51
22	moved and seconded has now -- is now	03:49:54
23	reflected in BoardDocs; so that's what's	03:49:57
24	under consideration at this point.	03:49:59
25	So, now what you shared earlier	03:50:01

1	matches what is on BoardDocs.	03:50:03
2	MS. OMEISH: Yeah. And BoardDocs --	03:50:06
3	CHAIRWOMAN ANDERSON: BoardDocs has been	03:50:07
4	revised.	03:50:08
5	MS. OMEISH: Right. And -- and I believe the	03:50:09
6	discrepancy, you know, for -- for all	03:50:10
7	kinds of reasons is reflected in a way --	03:50:14
8	I hadn't understood that this was	03:50:18
9	changed; and despite, you know, what I	03:50:20
10	shared with you guys, which is consistent	03:50:23
11	with what is reflected in BoardDocs now	03:50:24
12	and for that reason I'm amenable to the	03:50:26
13	adjustment that I have that I'm not able	03:50:29
14	to add right now.	03:50:31
15	CHAIRWOMAN ANDERSON: Yes. That -- Yes.	03:50:33
16	We're not going to be able to add an	03:50:34
17	adjustment because we have an amendment	03:50:36
18	on the table that we're discussing.	03:50:37
19	If you want to amend the amendment	03:50:39
20	then you're free to do that; but I'd like	03:50:41
21	to go ahead and recognize Ms. Sizemore	03:50:43
22	Heizer, because you were up for a point of	03:50:45
23	clarification for a point of order.	03:50:47
24	MS. OMEISH: Yes. Yes. Thank you.	03:50:49
25	CHAIRWOMAN ANDERSON: I am -- I am going to	03:50:50

Page 213

1	recognize Ms. Sizemore Heizer; so if	03:50:51
2	you'd like to make any amendments, raise	03:50:53
3	your hand; because as it stands right	03:50:55
4	now, this has been the discussion.	03:50:57
5	Ms. Sizemore Heizer?	03:50:59
6	MS. SIZEMORE HEIZER: All right. Just to	03:51:00
7	clarify, I am speaking to Ms. Omeish's	03:51:01
8	original motion about the 2027	03:51:03
9	proportional representation, just to --	03:51:06
10	(Laughing - unintelligible)	
11	CHAIRWOMAN ANDERSON: That is right. And I	03:51:09
12	was going to read it and then I got	03:51:10
13	stopped; so I forgot to read it.	03:51:13
14	MS. SIZEMORE HEIZER: Yes, no. You're fine.	03:51:14
15	CHAIRWOMAN ANDERSON: I'll read it for	03:51:15
16	everybody. It is: I move to establish	03:51:15
17	that as part of the holistic review	03:51:19
18	process by the process for the 2027	03:51:20
19	class, the top percent of the 8th grade	03:51:24
20	class at each public middle school in	03:51:27
21	Fairfax County who meet minimum standards	03:51:29
22	based on GPA and core classes, student	03:51:31
23	portrait sheet, problem-solving essay,	03:51:34
24	and experience factors shall be eligible	03:51:36
25	for admissions according to the	03:51:39

1 percentage that is proportional to their 03:51:41
2 population. This reflects the 03:51:42
3 holistic -- the existing holistic review 03:51:44
4 plan while calculates allotments of 03:51:46
5 gifted students by school rather than by 03:51:48
6 region. 03:51:51
7 And our clerks are making the 03:51:52
8 adjustments so that this language is 03:51:53
9 reflected in BoardDocs. 03:51:55
10 Ms. Sizemore Heizer, your three 03:51:57
11 minutes begin now. 03:51:58
12 MS. SIZEMORE HEIZER: Yeah. I'll -- I'll be 03:52:02
13 honest. I -- I have a lot of concerns 03:52:03
14 about this motion. I -- I don't know 03:52:06
15 how we get to 2027. I think it's very 03:52:11
16 prescriptive. 03:52:14
17 I mean, TJ's a STEM school. It's 03:52:14
18 not just a sort of a gifted or advanced 03:52:17
19 school. It's a very specific and 03:52:21
20 particular purpose; and so, you know, I 03:52:23
21 understand that -- I very much believe 03:52:25
22 that we are missing talent at schools and 03:52:27
23 we need to -- and do -- and I think we've 03:52:29
24 done good work tonight to -- to start to 03:52:31
25 address some of those concerns or continue 03:52:34

Page 215

1	to address some of those concerns; but	03:52:35
2	this motion and the level of	03:52:37
3	prescriptiveness has me significantly	03:52:40
4	concerned for many reasons; and I don't	03:52:43
5	know if we -- I, at least, don't feel	03:52:46
6	like I've had the chance to hear from our	03:52:48
7	staff regarding all the implications of	03:52:53
8	this. And so I don't think at this point	03:52:56
9	we should be supporting it.	03:53:00
10	I do think I agree with Ms. Meren.	03:53:01
11	We made a lot of changes. We're going to	03:53:03
12	be reviewing this, be getting metrics; so	03:53:05
13	let's just take a look at where metrics	03:53:07
14	take us and then decide what additional	03:53:09
15	steps we may need to do to have	03:53:11
16	aspirational goals. But this is so	03:53:13
17	prescriptive for a STEM school, that I --	03:53:15
18	I'm uncomfortable with this, at least with	03:53:18
19	not -- not having a chance to have some	03:53:20
20	really deep dive conversations with staff	03:53:22
21	regarding all the different concepts and	03:53:25
22	implications.	03:53:30
23	So I appreciate the -- the thought,	03:53:31
24	but I don't think this is quite the right	03:53:34
25	way to go at this moment.	03:53:35

1 CHAIRWOMAN ANDERSON: Thank you. Our next 03:53:37
2 speaker is -- Now we are in go-backs. 03:53:41
3 Ms. Omeish, you have 90 seconds. 03:53:45
4 MS. OMEISH: Sorry. It's not coming up. I 03:53:50
5 was just gonna suggest amending this to 03:53:53
6 reflect what we are looking for here. 03:53:56
7 CHAIRWOMAN ANDERSON: This is a good time for 03:53:59
8 you to have an amendment because it no 03:54:00
9 longer belongs to you. It's to the body. 03:54:01
10 So please go ahead and offer an 03:54:03
11 amendment. 03:54:06
12 MS. OMEISH: All right. I believe it will be 03:54:07
13 reflected shortly. I just sent it to the 03:54:10
14 clerk. 03:54:12
15 But I move to establish -- So this 03:54:12
16 ultimately is -- is scratching most of the 03:54:15
17 language to -- to have the same 03:54:17
18 substantive purpose which is I move -- 03:54:19
19 CHAIRWOMAN ANDERSON: Just -- Ms. Omeish, I 03:54:20
20 will need for you to read it verbatim. 03:54:21
21 MS. OMEISH: I already -- 03:54:25
22 CHAIRWOMAN ANDERSON: Did you send it to the 03:54:26
23 board as well? Did you e-mail it to 03:54:27
24 everyone or so the clerk can get it 03:54:29
25 posted? 03:54:32

1	MS. OMEISH: I am happy to do that in a	03:54:32
2	moment.	03:54:37
3	Give me one second.	03:54:38
4	PARTICIPANT: I forwarded it.	03:54:39
5	MS. OMEISH: You have it? All right. Thank	03:54:41
6	you.	03:54:43
7	MS. MUHLBERG: I forwarded it to	03:54:44
8	(unintelligible) --	03:54:45
9	MS. OMEISH: Okay.	03:54:46
10	CHAIRWOMAN ANDERSON: Thank you. Please go	03:54:46
11	ahead and read it, Ms. Omeish.	03:54:47
12	MS. OMEISH: It's to change -- I move to	03:54:50
13	amend the language of this to reflect a	03:54:52
14	amend -- a motion to move to establish a	03:54:56
15	goal of equitable representation by	03:54:58
16	middle school for the class of the 2027	03:55:01
17	cohort.	03:55:04
18	CHAIRWOMAN ANDERSON: Thank you. Is there a	03:55:04
19	second for this amendment?	03:55:05
20	Thank you, Ms. Cohen [sic].	03:55:10
21	So now we're going to be speaking on	03:55:12
22	this amendment, which is: I move to	03:55:14
23	establish a goal of equitable	03:55:16
24	representation by middle school for the	03:55:18
25	class -- for the class -- for the 2027	03:55:21

1	class.	03:55:24
2	That is the motion on the table at	03:55:25
3	this point. Speakers to that motion?	03:55:27
4	Ms. Omeish, please speak to your	03:55:30
5	motion.	03:55:33
6	MS. OMEISH: Thank you. Colleagues, you know,	03:55:33
7	I -- I appreciate the concern and the	03:55:36
8	conversation about what was reflected in	03:55:38
9	BoardDocs and not.	03:55:40
10	I just want to say, you know, the	03:55:40
11	language previously listed in BoardDocs at	03:55:42
12	this point is not the language I provided	03:55:44
13	nor is it what I discussed with everyone;	03:55:46
14	but I'm happy to now understand reason to	03:55:48
15	bring us here.	03:55:50
16	Ultimately, when we had our	03:55:52
17	conversations way back in the work	03:55:53
18	sessions, we discussed, you know, the idea	03:55:55
19	of thinking about school, region, we	03:55:58
20	talked about pyramid. This is an	03:55:59
21	opportunity that reflects all of those	03:56:01
22	conversations and everyone who shared the	03:56:04
23	importance of looking at this in a more	03:56:06
24	local way, again similar to the AAP set-up	03:56:07
25	we have and the ability -- and enhancing	03:56:11

1 our ability to assess and identify talent 03:56:14
2 as we've had those conversations with the 03:56:17
3 AAP and now here. That's simply 03:56:19
4 reflective of those conversations. 03:56:21
5 And, finally, where he know that 03:56:22
6 there's a percentage that is generally 03:56:24
7 talented or exhibits these qualities in 03:56:27
8 any student population; so no matter where 03:56:30
9 we are in the county, now that we're gonna 03:56:32
10 folks opting out and hopefully screening 03:56:34
11 on a more broad scale, we will have a 03:56:37
12 certain talented pool emerge; and I want 03:56:41
13 to make sure that no matter where a kid 03:56:43
14 is, again, as I said earlier, there is no 03:56:45
15 difference in their chance of getting in. 03:56:47
16 So that's -- That's what I'll leave 03:56:49
17 it to. 03:56:50
18 Thank you. 03:56:51
19 CHAIRWOMAN ANDERSON: Thank you. 03:56:51
20 Ms. Cohen, would you like to speak 03:56:52
21 to your second? 03:56:53
22 MS. COHEN: Nothing to add, Madame Chair. 03:56:55
23 CHAIRWOMAN ANDERSON: Thank you. 03:56:57
24 Ms. Keys-Gamarra, please speak to 03:56:59
25 this new motion. 03:57:01

1 MS. KEYS-GAMARRA: Yes. Just briefly, 03:57:04
2 Ms. Omeish, I -- I think I hear you 03:57:06
3 saying that you are setting a goal of 03:57:09
4 this proportional representation in every 03:57:12
5 middle school; which, if that is correct, 03:57:14
6 then I can fully support it. 03:57:16
7 CHAIRWOMAN ANDERSON: Thank you. 03:57:19
8 I do not see any other speakers to 03:57:22
9 this motion. 03:57:24
10 No. Ms. Corbett Sanders, go ahead. 03:57:25
11 And, folks, we are going to shorten 03:57:28
12 this a little bit; because the concept of 03:57:30
13 the motion is largely the same. So please 03:57:31
14 be super succinct, if possible. 03:57:35
15 Ms. Corbett Sanders and then 03:57:37
16 Ms. Sizemore Heizer. 03:57:38
17 MS. CORBETT SANDERS: Because the -- the 03:57:41
18 re-writing of the motion sets the motion 03:57:43
19 as a goal, as an aspirational goal, I can 03:57:44
20 support this motion. 03:57:49
21 CHAIRWOMAN ANDERSON: Thank you. 03:57:51
22 Ms. Sizemore Heizer. 03:57:52
23 MS. SIZEMORE HEIZER: Yes. One, the change in 03:57:59
24 motion language now reads "equitable 03:58:00
25 representation" whereas the previous one 03:58:03

1 read "proportional." 03:58:06
2 What's the difference in the -- how 03:58:08
3 that -- the implementation of that phrase? 03:58:12
4 You know, how does -- What's the 03:58:14
5 difference between what "equitable" means? 03:58:16
6 It's a really broad phrase, whereas 03:58:19
7 opposed -- How does it relate to 03:58:21
8 "proportional," which is the previous 03:58:22
9 motion? I would say -- 03:58:24
10 CHAIRWOMAN ANDERSON: Ms. Omeish -- 03:58:25
11 MS. SIZEMORE HEIZER: -- equitable is 03:58:25
12 proportional or what is the intent here? 03:58:26
13 CHAIRWOMAN ANDERSON: Ms. Omeish, would you 03:58:28
14 like to respond? 03:58:29
15 MS. OMEISH: Sure. As we've been saying, our 03:58:35
16 goal is to ensure that there's equitable 03:58:38
17 representation, no matter where you are 03:58:40
18 in the county, such that your chances of 03:58:41
19 getting in are not hindered by where you 03:58:43
20 are. 03:58:47
21 The -- The key here is we're 03:58:47
22 starting with the 1.5 percent. We're 03:58:48
23 gonna learn where that directs us, and 03:58:51
24 within the three years we should be in a 03:58:53
25 place where that per -- that -- that 03:58:54

1 likelihood is not altered by where you 03:58:58
2 live. 03:59:01

3 So however you want to define that, 03:59:01
4 how -- whatever label you want to put on 03:59:03
5 that, that's the goal. 03:59:05

6 MS. SIZEMORE HEIZER: I guess I'm just really 03:59:08
7 confused. I mean, this is very -- this 03:59:08
8 is really broad and kind of vague to me, 03:59:10
9 and that's why I'm trying to desperately 03:59:12
10 understand what it is that we're voting 03:59:14
11 on here. You know, what are the metrics 03:59:16
12 we're using to determine equitable 03:59:19
13 representation? What's the -- the end 03:59:20
14 goal here? 03:59:23

15 I mean, I hear what you're saying, 03:59:23
16 that, you know, wherever you live across 03:59:25
17 the county shouldn't impact, you know, 03:59:27
18 your ability to -- to get into TJ if you, 03:59:30
19 you know, meet the qualifications and all 03:59:32
20 the other pieces of it; but I just don't 03:59:34
21 understand what you're trying to get at 03:59:38
22 here with the goal. 03:59:41

23 I think we all have a goal of 03:59:42
24 equity, you know, and equitable access. 03:59:43
25 So I'm just puzzled. I want to know, you 03:59:46

1 know, when we're looking at metrics for 03:59:48
2 this, when we're looking at directing the 03:59:50
3 superintendent to do something, what are 03:59:52
4 we looking to have happen here? 03:59:54
5 And then when you say, 03:59:56
6 "representation," are you saying just 03:59:57
7 literally, like -- I mean, "equitable 03:59:59
8 representation" can mean every middle 04:00:02
9 school has representation. "Equitable 04:00:04
10 representation" can mean every middle 04:00:06
11 school has a proportion of the population. 04:00:08
12 "Equitable representation" can mean many 04:00:10
13 things. So I'm trying to figure out what 04:00:12
14 does it mean here? This seems very vague. 04:00:14
15 In my lawyer terms, it seems overly broad 04:00:18
16 and vague; and so I'm trying to wrap my 04:00:20
17 head around this motion. 04:00:22
18 CHAIRWOMAN ANDERSON: Thank you. Ms. Omeish, 04:00:24
19 do you have any new information to share 04:00:25
20 with Ms. Sizemore Heizer or have you -- 04:00:28
21 MS. OMEISH: I -- I would just ask Mr. Foster 04:00:30
22 to actually step in here and -- and help 04:00:32
23 elucidate this point. 04:00:35
24 CHAIRWOMAN ANDERSON: Mr. Foster, can you add 04:00:38
25 to this dialogue? 04:00:40

1 MR. FOSTER: Yeah. You know, I -- Just to 04:00:42
2 speak generally, you know, I -- I think 04:00:44
3 that in working with Ms. Omeish on 04:00:46
4 this -- on this current amendment, you 04:00:48
5 know, the goal, as has been noted, is 04:00:52
6 aspirational with, you know, an equitable 04:00:54
7 representation per middle school but not 04:00:59
8 to be obtained until 2027. And so it's 04:01:03
9 something that's clearly gonna to have to 04:01:07
10 be worked through as the board and the 04:01:08
11 superintendent staff move forward into 04:01:10
12 the future on this; and that's -- that's 04:01:13
13 really it for now. 04:01:16
14 It -- You know, it's -- Anyway, 04:01:19
15 I -- I hope that that's been responsive; 04:01:22
16 but that -- that is what I understand the 04:01:24
17 purpose to be. 04:01:25
18 CHAIRWOMAN ANDERSON: Thank you. Ms. Sizemore 04:01:28
19 Heizer, do you have any additional 04:01:29
20 questions? 04:01:32
21 MS. SIZEMORE HEIZER: I guess I -- I am having 04:01:33
22 a difficult time voting on this without 04:01:35
23 having a chance to have any conversation, 04:01:39
24 again, a deep dive with staff to 04:01:43
25 understand the implications and what this 04:01:45

1	means. If it -- if it's just saying:	04:01:47
2	Well, we have a goal of being equitable	04:01:49
3	by 2027, don't we have a goal of being	04:01:50
4	equitable now? Like that's where I'm	04:01:53
5	just -- I -- You know, we -- I think	04:01:56
6	this is a conversation with staff.	04:01:57
7	I would love to hear more from staff	04:02:00
8	as to what they read into this, or what	04:02:01
9	they -- I don't know if they should read	04:02:03
10	into this, but what they -- how they	04:02:05
11	interpreted this. It just is a -- I	04:02:06
12	don't know. I'm -- I don't think -- I	04:02:09
13	wish this had come up earlier. I wish	04:02:10
14	someone had had a conversation with me	04:02:12
15	earlier about this. But it -- It's -- I	04:02:14
16	don't know.	04:02:17
17	CHAIRWOMAN ANDERSON: Thank you, Ms. Sizemore	04:02:17
18	Heizer.	04:02:19
19	MS. SIZEMORE HEIZER: Okay.	04:02:19
20	CHAIRWOMAN ANDERSON: Ms. McLaughlin, go	04:02:20
21	ahead.	04:02:23
22	MS. McLAUGHLIN: Yes. I'm very mindful that	04:02:24
23	it's 11:15 at night and I really	04:02:26
24	apologize that I feel such a need to	04:02:30
25	weigh in.	04:02:32

1	Again, Ms. Omeish's intentions are	04:02:34
2	good; but Ms. Sizemore Heizer's correct.	04:02:38
3	I feel that all of the extensive	04:02:41
4	conversation that this board has given	04:02:43
5	publicly to the superintendent with each	04:02:45
6	other is we want equity of opportunity.	04:02:47
7	Plain and simple.	04:02:50
8	We're now sitting here going round	04:02:51
9	and round on language that is not easily	04:02:54
10	necessarily clear and understood or how	04:02:58
11	people are going to interpret it in terms	04:03:04
12	of staff and implementing it.	04:03:07
13	Ms. Hizemer -- Ms. Sizemore Heizer,	04:03:09
14	I thank you for just saying it well. We	04:03:11
15	want equity of opportunity now, across all	04:03:13
16	of our middle schools. Let's stop doing	04:03:15
17	this to each other at this time of night	04:03:18
18	and, please, we've done some really good	04:03:21
19	changes. At this point, let's work with	04:03:25
20	the superintendent to put them in place,	04:03:28
21	see the results, and continue to refine	04:03:30
22	and improve the TJ admissions process.	04:03:33
23	But at 11:15 at night, there's no	04:03:34
24	way -- I hope everyone, please don't	04:03:38
25	support this. We need to stop putting in	04:03:41

1 every single thing we can think of that 04:03:43
2 hasn't been vetted in a work session. And 04:03:45
3 good intentions with bad -- you know, 04:03:49
4 badly written language or just not clear 04:03:53
5 language, it's not good legislation. We 04:03:56
6 shouldn't be doing this at this time of 04:03:58
7 night after everything that's happened. 04:04:00
8 CHAIRWOMAN ANDERSON: Thank you. I see that 04:04:03
9 we have one hand up for a go-back. No. 04:04:07
10 I will go to -- No, I think everybody 04:04:09
11 whose hand is up has had a chance to 04:04:12
12 speak. 04:04:15
13 We will now do go-backs and then we 04:04:15
14 will call for the vote. 04:04:17
15 Ms. Keys-Gamarra, followed by 04:04:20
16 Ms. Cohen. 04:04:21
17 MS. KEYS-GAMARRA: Yeah, just briefly. This 04:04:24
18 board has set aspirational goals before. 04:04:27
19 I guess I'm puzzled as to why this is so 04:04:31
20 difficult. Yes, it is true we want 04:04:38
21 equity now; however, if truth be told, we 04:04:44
22 do not have it. 04:04:45
23 So, today, we are setting goals to 04:04:46
24 achieve that. I think that's appropriate. 04:04:48
25 I really don't see why it's complicated. 04:04:51

1 And I think that Ms. Omeish is trying to 04:04:55
2 follow the guidance she has received from 04:04:58
3 our staff members and our legal counsel 04:05:01
4 with respect to language that can be 04:05:03
5 appropriately used. 04:05:05

6 So I think this will also be covered 04:05:06
7 in any annual (audio distortion) reports 04:05:09
8 should additional motions pass; but it 04:05:11
9 will also give us a marker to say: This 04:05:15
10 is what we were looking for back in 2020 04:05:17
11 when we decided to tackle these issues. 04:05:21

12 So that is how I'm seeing it and 04:05:24
13 that is why I'm supporting it. 04:05:25

14 Thank you. 04:05:28

15 CHAIRWOMAN ANDERSON: Thank you. 04:05:28

16 Ms. Cohen and then the vote. 04:05:29

17 MS. COHEN: I just wanted to make sure, so the 04:05:33
18 public knows, Ms. Omeish has been talking 04:05:36
19 about this since the very first work 04:05:38
20 session that we had on TJ months and 04:05:41
21 months and months ago, and has brought it 04:05:43
22 up literally every single TJ meeting that 04:05:46
23 we've had. 04:05:50

24 So I do feel the need to step in 04:05:51
25 and -- and defend her a little bit. This 04:05:53

1 is definitely not a last-minute notion. 04:05:55
2 While I understand that this amendment is 04:05:58
3 a change in parsing out the wording and 04:06:03
4 making it more aspirational, which I'm 04:06:04
5 supportive of. I do feel the need to just 04:06:08
6 step in and say Ms. Omeish has been 04:06:11
7 talking about this and sending us this 04:06:14
8 information since before Thanksgiving, and 04:06:16
9 I just -- I don't -- I don't want people 04:06:19
10 to think that this is like a 04:06:21
11 fly-by-the-seat-of-your-pants kinda thing. 04:06:22
12 This has definitely been intentional 04:06:25
13 thoughtful advocacy from Ms. Omeish for 04:06:27
14 months and months. 04:06:30
15 So thanks. 04:06:31
16 CHAIRWOMAN ANDERSON: Thank you. The vote on 04:06:33
17 the amendment, which is: I move to 04:06:34
18 establish a goal of equitable 04:06:36
19 representation by a middle school for the 04:06:37
20 2027 class. All those who can be in 04:06:40
21 favor of this amendment at this time, 04:06:43
22 please raise your hands. 04:06:46
23 We have Ms. Keys-Gamarra, Ms. Cohen, 04:06:48
24 Mr. Frisch, Ms. Omeish, Ms. Corbett 04:06:50
25 Sanders, and we have myself, and 04:06:53

1	Ms. Pekarsky.	04:06:58
2	That's one, two, three, four, five,	04:07:00
3	six, seven -- that is seven.	04:07:02
4	All of those who are opposed?	04:07:03
5	Ms. McLaughlin, Ms. Meren,	04:07:09
6	Ms. Tholen, Ms. Derenak Kaufax.	04:07:11
7	Please lower your hands. All of	04:07:15
8	those abstaining?	04:07:16
9	Ms. Sizemore Heizer.	04:07:22
10	Thank you. The motion will carry.	04:07:24
11	And now we will go to the original	04:07:26
12	amendment -- I'm sorry, to the original	04:07:28
13	motion. This is the amendment that we	04:07:30
14	just voted upon. The original amendment	04:07:32
15	[sic], I will read what that is. We still	04:07:34
16	need to vote on that. I'm hoping, folks,	04:07:36
17	that we're kind of clear in terms of how	04:07:39
18	to proceed here, which is: I move to	04:07:41
19	establish and as part of the holistic	04:07:45
20	review by the process of the 2027 class, a	04:07:46
21	top percent of the 8th grade class at each	04:07:49
22	public school in Fairfax County who meet	04:07:52
23	the minimum standards based on GPA and	04:07:54
24	core classes, student portrait sheets,	04:07:56
25	problem-solving essay and experience	04:07:58

1	factors shall be eligible for admissions	04:08:00
2	according to the percentage that is	04:08:02
3	proportional to their population. This	04:08:03
4	will reflect the existing holistic review	04:08:05
5	plan, will calculate the allotment of	04:08:07
6	gifted students by school rather than by	04:08:08
7	region.	04:08:10
8	All in favor of this motion?	04:08:11
9	FEMALE VOICE: Ms. -- Dr. Anderson --	04:08:13
10	MALE VOICE: Point of order --	04:08:14
11	FEMALE VOICE: Point of order.	04:08:15
12	CHAIRWOMAN ANDERSON: Go ahead.	04:08:17
13	MALE VOICE: Madame Chair, the -- the motion	04:08:18
14	on the table is the amendment motion and	04:08:20
15	not the original.	04:08:23
16	CHAIRWOMAN ANDERSON: Right. The amended	04:08:24
17	motion which is to establish the goal was	04:08:25
18	voted upon.	04:08:28
19	MALE VOICE: Right.	04:08:30
20	CHAIRWOMAN ANDERSON: And that passed.	04:08:30
21	MALE VOICE: And that replaces -- That	04:08:31
22	replaces the motion that it was amending.	04:08:32
23	CHAIRWOMAN ANDERSON: So we're good. Thank	04:08:35
24	you. I'm glad you --	04:08:36
25	MALE VOICE: No.	04:08:37

1	CHAIRWOMAN ANDERSON: Thank you for --	04:08:38
2	MALE VOICE: Hang on. Now we -- now we have	04:08:38
3	to -- We voted to amend it and now we	04:08:41
4	have to vote -- it's basically voting on	04:08:43
5	it again; but --	04:08:45
6	CHAIRWOMAN ANDERSON: Right.	04:08:46
7	MALE VOICE: -- we have to vote on it --	04:08:46
8	CHAIRWOMAN ANDERSON: Voting twice.	04:08:48
9	MALE VOICE: We have to vote on the motion as	04:08:48
10	amended.	04:08:50
11	CHAIRWOMAN ANDERSON: Okay. So let's vote on	04:08:50
12	the motion as amended to reflect --	04:08:52
13	FEMALE VOICE: Dr. Anderson, point of order.	04:08:53
14	I have my hand up because we amended a	04:08:55
15	motion and now I want to speak to the	04:08:58
16	new, revised motion.	04:09:00
17	CHAIRWOMAN ANDERSON: Hold on a second. Let	04:09:03
18	me go ahead and put it on the table	04:09:04
19	properly then.	04:09:08
20	Okay. I will -- I just need to	04:09:09
21	properly put it on the table because I did	04:09:11
22	not do that previously.	04:09:12
23	What we are now voting as the main	04:09:14
24	motion now is to establish a goal of	04:09:16
25	equitable representation by middle school	04:09:19

1 for the class -- for the 2027 class. I'm 04:09:21
2 sorry, Ms. -- One second, Ms. McLaughlin. 04:09:25
3 Mr. Foster, your hand is up? 04:09:28
4 MR. FOSTER: I'm sorry, Madame Chair. My 04:09:33
5 points have been addressed. Thank you. 04:09:36
6 CHAIRWOMAN ANDERSON: Thank you. 04:09:39
7 Ms. McLaughlin, go ahead and speak 04:09:39
8 to that motion. 04:09:42
9 MS. McLAUGHLIN: Yes. Just a point of 04:09:45
10 clarification, because I appreciate the 04:09:46
11 thoughtfulness that my colleague, 04:09:49
12 Ms. Cohen wanted to clarify about 04:09:51
13 Ms. Omeish; but I would like to add the 04:09:53
14 context of my concern for myself as a 04:09:56
15 board member voting and for the public 04:10:00
16 who is trying to understand the action 04:10:02
17 before the board tonight. 04:10:04
18 Nothing was posted until 4:30; and 04:10:06
19 until a board member posts -- formally 04:10:09
20 posts their action item to BoardDocs, 04:10:13
21 there is no way for board members to know 04:10:16
22 what is actually going to be before us and 04:10:20
23 who to then speak to each other. 04:10:22
24 So while I appreciate that 04:10:24
25 Ms. Omeish has talked about this in -- in 04:10:25

1 work sessions, the bottom line is that 04:10:29
2 board members, it's not listed. I 04:10:32
3 certainly would have been happy to speak 04:10:34
4 to everyone to say my professional 04:10:36
5 concerns, as a former admissions officer, 04:10:38
6 her well-intentioned language, being a 04:10:40
7 goal or otherwise, and I just wanted that 04:10:43
8 important context there. 04:10:46
9 'Cause it's not that I'm trying to 04:10:47
10 come down hard on Ms. Omeish. I'm more 04:10:49
11 concerned about what this is reflective 04:10:51
12 for the -- for the evening as a whole and 04:10:53
13 the public watching, that for many of us, 04:10:56
14 until it's posted, we don't know what 04:10:58
15 we're going to having as action items. 04:11:00
16 And everything came at 4:30 this evening. 04:11:02
17 CHAIRWOMAN ANDERSON: Thank you, 04:11:06
18 Ms. McLaughlin. 04:11:06
19 Mr. -- Okay. We have no more 04:11:08
20 hands. We are now calling for the vote. 04:11:10
21 I'm calling on the vote on: I move 04:11:12
22 to establish a goal of equitable 04:11:14
23 representation by middle school for the 04:11:16
24 2027 class. 04:11:18
25 All those in favor? 04:11:19

1	Mr. Frisch, Ms. Cohen, Ms. Corbett	04:11:22
2	Sanders, Ms. Omeish, myself,	04:11:24
3	Ms. Pekarsky -- six. And we have six.	04:11:30
4	Okay. All of those against this	04:11:38
5	motion?	04:11:45
6	Ms. Tholen, Ms. McLaughlin,	04:11:47
7	Ms. Derenak Kaufax, Ms. Meren.	04:11:48
8	All of those abstaining?	04:11:51
9	Ms. Sizemore Heizer. Thank you.	04:11:57
10	I did not record a vote for	04:12:00
11	Ms. Keys-Gamarra. Is she still with us?	04:12:02
12	'Cause I know everybody's been jumping on	04:12:04
13	and off.	04:12:07
14	Ms. Keys-Gamarra?	04:12:07
15	MS. KEYS-GAMARRA: Yes. I voted in the first	04:12:08
16	group.	04:12:11
17	CHAIRWOMAN ANDERSON: Oh, okay. I did not see	04:12:11
18	your hand. So that will be seven. So	04:12:12
19	the motion will carry.	04:12:14
20	Okay. We're moving on. I now call	04:12:18
21	on Ms. Cohen for a motion, for a follow-on	04:12:20
22	motion. Ms. Cohen, are you still with us?	04:12:25
23	MS. COHEN: Sorry. I'm just trying to pull it	04:12:33
24	up now that I --	04:12:38
25	CHAIRWOMAN ANDERSON: I'm a little -- I'm a	04:12:39

1	little on edge regarding our	04:12:40
2	connectivity. I just do that every time	04:12:42
3	when someone doesn't respond, they're	04:12:43
4	kicked off.	04:12:45
5	MS. COHEN: I'm a little on edge now that our	04:12:46
6	BoardDocs access changed, so I just want	04:12:48
7	to make sure that I'm reading the right	04:12:51
8	thing.	04:12:57
9	I -- Okay. Sorry. It's trying	04:12:58
10	to kick me out of our script, so I am	04:13:00
11	doing my best.	04:13:04
12	I move to amend the family outreach/	04:13:06
13	communication plan to include: Number of	04:13:08
14	middle school students by grade interested	04:13:12
15	in attending TJHSST, number of families	04:13:15
16	who attend TJHSST outreach meetings,	04:13:19
17	number of applicants from first-time	04:13:23
18	non-legacy families, number of applicants	04:13:26
19	from underrepresented student populations,	04:13:30
20	climate survey of TJHHST [sic] students,	04:13:33
21	and parent engagement survey.	04:13:38
22	CHAIRWOMAN ANDERSON: Is there a second?	04:13:44
23	MS. MEREN: Yes, I second.	04:13:48
24	CHAIRWOMAN ANDERSON: Thank you, Ms. Meren.	04:13:49
25	Ms. Cohen, please speak to your	04:13:51

1 motion. 04:13:55

2 MS. COHEN: Yes. We have talked an awful lot 04:13:55

3 about what the applicant pool looks like 04:13:57

4 and how we just don't have a lot of 04:14:01

5 applicants from our underrepresented 04:14:03

6 schools, from underrepresented 04:14:05

7 populations, and we have continued to 04:14:07

8 press staff about how outreach will be 04:14:12

9 conducted; and the goal with this motion 04:14:14

10 is: How do we measure success in 04:14:17

11 outreach efforts? 04:14:20

12 And so these are some prescriptive 04:14:21

13 ideas that we had on how to measure what 04:14:24

14 the impact of the outreach that is done by 04:14:30

15 FCPS staff to get kids interested in in 04:14:33

16 applying to TJ. 04:14:36

17 CHAIRWOMAN ANDERSON: Thank you. Ms. Meren, 04:14:41

18 would you like to speak to your second? 04:14:42

19 MS. MEREN: Yeah. Briefly, I just think it's 04:14:44

20 important to lay out some metrics and 04:14:45

21 data that we want to start collecting; so 04:14:47

22 I think this is an important component of 04:14:50

23 the admissions update. 04:14:52

24 CHAIRWOMAN ANDERSON: Thank you. Any other 04:14:55

25 speakers to this motion? 04:14:56

1 Seeing none, I will now call for the 04:14:59
2 vote on this motion which is: To amend 04:15:01
3 the family outreach communication plan to 04:15:04
4 include number of middle school students 04:15:06
5 by grade interested in attending, number 04:15:08
6 of families who attend TJ outreach 04:15:11
7 meetings, number of applicants from 04:15:13
8 first-time non-legacy families, number of 04:15:14
9 applicants from underrepresented student 04:15:16
10 populations, climate survey of TJ students 04:15:18
11 and parent engagement survey. 04:15:22
12 All of those in favor? 04:15:24
13 We have Ms. Pekarsky, Mr. Frisch, 04:15:27
14 Ms. Corbett Sanders, Ms. Tholen, 04:15:29
15 Ms. Sizemore Heizer, Ms. Keys-Gamarra, 04:15:30
16 Ms. Cohen, Ms. Derenak Kaufax, Ms. Meren, 04:15:33
17 Ms. Omeish, Ms. McLaughlin and myself. 04:15:36
18 That is unanimous. The motion 04:15:39
19 carries. 04:15:42
20 And I'll call on Ms. Keys-Gamarra 04:15:42
21 for a motion -- for a follow-on motion. 04:15:44
22 Please lower your hands, folks. 04:15:48
23 MS. KEYS-GAMARRA: May I ask if the language 04:15:51
24 that we received in the earlier e-mail is 04:15:53
25 any different? Because I don't want to 04:15:56

1	have any problems.	04:15:58
2	CHAIRWOMAN ANDERSON: It is not.	04:15:59
3	MS. KEYS-GAMARRA: Okay. One second. I'm	04:16:00
4	sorry. I lost my spot. So many motions.	04:16:02
5	Okay.	04:16:15
6	All right. I move to direct the	04:16:16
7	superintendent to provide an annual report	04:16:18
8	to the board on TJ admissions to include:	04:16:20
9	Diversity of admitted class, attrition	04:16:23
10	rates and reasons for students not	04:16:25
11	attending or leaving the school,	04:16:27
12	remediation efforts, STEM class offerings	04:16:29
13	and participation in enrichment clubs.	04:16:32
14	The preparation of this report will	04:16:34
15	include input from the chief equity	04:16:36
16	officer on the ongoing efforts to enhance	04:16:39
17	and diversify the educational environment	04:16:42
18	of TJ and input from stakeholders and	04:16:44
19	community members including from the	04:16:46
20	minority student achievement oversight	04:16:49
21	committee reports. If adequate progress	04:16:51
22	is not made on improving diversity, the	04:16:54
23	board directs the superintendent to	04:16:57
24	propose additional tools available to	04:16:59
25	obtain the goal of improving diversity	04:17:01

Page 240

1 which could include increased outreach, 04:17:03
2 piloting a lottery or other tools that may 04:17:06
3 be recommended by the superintendent. 04:17:08

4 CHAIRWOMAN ANDERSON: Is there a second? 04:17:12

5 Ms. Corbett Sanders, thank you. 04:17:14

6 Ms. Keys-Gamarra, please speak to 04:17:17
7 your motion. 04:17:18

8 MS. KEYS-GAMARRA: Yes. In the spirit of what 04:17:22
9 we've been trying to accomplish tonight, 04:17:23
10 which is to make sure that we not only 04:17:26
11 set goals but that we are intentional and 04:17:28
12 that we monitor the progress that we are 04:17:32
13 making, I have this two-part motion. 04:17:34

14 The part -- The first part is to 04:17:38
15 identify what an annual report would 04:17:39
16 include; and the second part, where it 04:17:42
17 says if we are not achieving the goals 04:17:45
18 that we would like to, that the 04:17:48
19 superintendent would then have an 04:17:52
20 opportunity to come to us to say we need 04:17:54
21 to do more. 04:17:57

22 And I give a list that is not by any 04:17:59
23 means exhaustive; but I want the community 04:18:01
24 to know that we have no intention of just 04:18:04
25 passing these things and moving along; 04:18:08

1 that we plan to look at exactly what the 04:18:11
2 outcome is, we plan to look at our 04:18:15
3 attrition rates, we plan to look at our 04:18:17
4 progress, and we will come back to the 04:18:19
5 table if we are not satisfied with our 04:18:22
6 progress. 04:18:25
7 And so I would ask our -- I would 04:18:25
8 ask my board -- fellow board members to 04:18:28
9 assist me in expressing to our community 04:18:31
10 that we will exercise our due diligence in 04:18:34
11 overseeing to make sure that this change 04:18:37
12 is different than the kinds of changes 04:18:40
13 that we have done in the past 20-plus 04:18:42
14 years, where our numbers have virtually 04:18:44
15 remained the same. 04:18:48
16 Thank you. 04:18:49
17 CHAIRWOMAN ANDERSON: Thank you. 04:18:51
18 Ms. Corbett Sanders, would you like 04:18:52
19 to speak to your second? 04:18:53
20 MS. CORBETT SANDERS: Yes. Thank you. 04:18:55
21 My remarks earlier tonight were 04:18:57
22 about intentionality, intentionality of 04:18:59
23 our actions, and holding ourselves 04:19:02
24 accountable. And this motion encapsulates 04:19:05
25 that. It talks about the values we have, 04:19:09

1 what we are looking for as a result of the 04:19:13
2 actions we've taken tonight and a 04:19:16
3 willingness and a commitment by this board 04:19:18
4 to undertake continuous improvement of our 04:19:22
5 processes, if they are not achieving what 04:19:26
6 our goal -- what we expect them to 04:19:29
7 achieve. 04:19:31
8 And so I would urge all of my 04:19:31
9 colleagues to support this -- this motion 04:19:35
10 because it's about accountability and 04:19:39
11 transparency. So please support it. 04:19:43
12 CHAIRWOMAN ANDERSON: Thank you. 04:19:47
13 I am so sorry but I'm losing my 04:19:48
14 screen now. I'm getting kicked off. 04:19:50
15 Okay. I think I got kicked off. 04:19:53
16 Okay. I apologize, folks. I was just 04:20:10
17 kicked off. 04:20:12
18 Can I be heard? 04:20:13
19 FEMALE VOICE: Yeah. 04:20:15
20 FEMALE VOICE: You can. 04:20:16
21 CHAIRWOMAN ANDERSON: Thank you. It was my 04:20:17
22 turn. Finally, I think I was the last 04:20:18
23 person to experience this today. 04:20:20
24 We have speakers to this motion. 04:20:23
25 Ms. Tholen and then Mr. Frisch. 04:20:25

1 MS. THOLEN: Yes. I'm happy to support this 04:20:31
2 motion and I'm happy to follow the 04:20:33
3 previous speakers. I thank them for 04:20:35
4 bringing this forward. 04:20:37
5 I think having this type of 04:20:39
6 accountability is very important and, you 04:20:41
7 know, feeling like we needed this type of 04:20:46
8 data and information to move forward over 04:20:49
9 the next years, as we strive to 04:20:51
10 continually improve what's happening with 04:20:54
11 our TJ admissions process, you know, drove 04:20:57
12 the rest of my votes through the evening. 04:21:01
13 And I -- You know, I have to say I spoke 04:21:05
14 with so many different, you know, groups 04:21:06
15 and constituents, families, students, you 04:21:10
16 know, about the TJ admission process; and 04:21:14
17 one of the things I continually would say 04:21:16
18 to people is, you know, this is just the 04:21:18
19 beginning of the conversation; and that, 04:21:21
20 you know, no matter what's happening this 04:21:24
21 evening and as we're moving forward, we're 04:21:26
22 going to have to just continuously be 04:21:27
23 talking about this for continuous 04:21:30
24 improvement. And this is the kind of data 04:21:32
25 that we need to -- to do that and to work 04:21:34

1	together.	04:21:37
2	Thank you.	04:21:37
3	CHAIRWOMAN ANDERSON: Thank you.	04:21:41
4	Mr. Frisch?	04:21:42
5	MR. FRISCH: Thank you.	04:21:43
6	I want to thank Ms. Keys-Gamarra for	04:21:43
7	her advocacy on this and for reaching out	04:21:45
8	and talking with me about this a few times	04:21:47
9	over the last week or so. I think this is	04:21:50
10	exactly the type of information that we	04:21:53
11	need going forward and it will help us	04:21:56
12	understand how we are doing on these	04:21:59
13	aspirational goals. Measuring this is	04:22:01
14	going to be incredibly important going	04:22:04
15	into the future. So I appreciate the --	04:22:06
16	the motion.	04:22:07
17	Thank you.	04:22:08
18	CHAIRWOMAN ANDERSON: Thank you.	04:22:09
19	Seeing that there are no other	04:22:10
20	speakers, I will go -- I'm sorry. I did	04:22:11
21	have Ms. McLaughlin.	04:22:14
22	Did you get kicked off,	04:22:15
23	Ms. McLaughlin, or did you no longer want	04:22:17
24	to speak?	04:22:20
25	(No response.)	

1 I do not see her. She may have 04:22:21
2 gotten booted off. 04:22:24
3 Ms. Derenak Kaufax, did you want to 04:22:27
4 speak to this motion? 04:22:31
5 MS. DERENAK KAUFAX: Yes, I do. I appreciate 04:22:35
6 the spirit of this motion and I do think 04:22:38
7 these are things that I talked about, 04:22:42
8 also, making certain we have data points. 04:22:45
9 I would like to know -- see if 04:22:49
10 Ms. Keys-Gamarra -- because many of the 04:22:52
11 items that I talked about when I made my 04:22:56
12 motion on October 22nd came from 04:22:59
13 suggestions from the Minority Student 04:23:02
14 Achievement Oversight Committee reports, 04:23:04
15 as well as the Advanced Academic Program 04:23:06
16 Advisory Committee. 04:23:10
17 I would like to see if she would be 04:23:11
18 amenable to add that into this list of 04:23:14
19 stakeholders. 04:23:21
20 CHAIRWOMAN ANDERSON: If -- Are you making an 04:23:21
21 amendment? 04:23:23
22 MS. DERENAK KAUFAX: Uh-huh. I'm gonna -- 04:23:23
23 MS. KEYS-GAMARRA: I'm trying to understand 04:23:24
24 the question. I'm not -- 04:23:25
25 (Overspeaking - unintelligible)

1 CHAIRWOMAN ANDERSON: Ms. Derenak Kaufax is 04:23:30
2 offering an amendment which she has the 04:23:31
3 right to do since now the motion belongs 04:23:33
4 to everyone. 04:23:35
5 MS. KEYS-GAMARRA: I -- I'm trying to 04:23:37
6 understand what she's asking me to add. 04:23:37
7 MS. DERENAK KAUFAX: In the sentence where you 04:23:40
8 said "an input from stakeholders and 04:23:43
9 community members including the Minority 04:23:44
10 Student Achievement Oversight Committee," 04:23:47
11 and I would like to add "and the advanced 04:23:49
12 academic advisory" planning -- AAPAC -- I 04:23:56
13 can't even think -- "advanced academic 04:23:57
14 advisory committee." 04:23:58
15 MS. KEYS-GAMARRA: Oh, I -- I thought we had 04:24:00
16 a catch-all in there for stake -- they 04:24:01
17 would be considered a stakeholder in my 04:24:03
18 thinking. I -- I don't have any 04:24:06
19 objections to -- In my thinking, they 04:24:07
20 were stakeholders, so -- 04:24:10
21 MS. DERENAK KAUFAX: Okay. But because you 04:24:11
22 mentioned the one, and I think that the 04:24:14
23 majority of the communication -- the 04:24:15
24 majority of the suggestions on how to 04:24:22
25 improve diversity and -- have come from 04:24:24

1 NSAOC and AAPAC; so I would like to have 04:24:27
2 them highlighted as well, if you would be 04:24:30
3 amenable to that. 04:24:32
4 MS. KEYS-GAMARRA: I -- I don't have an 04:24:35
5 objection to that. 04:24:35
6 MS. DERENAK KAUFAX: But I -- 04:24:36
7 MS. KEYS-GAMARRA: Thank you. 04:24:37
8 (Overspeaking - unintelligible)
9 MS. DERENAK KAUFAX: I don't think that 04:24:37
10 amendment -- a friendly amendment to 04:24:39
11 change that, to add that. 04:24:42
12 CHAIRWOMAN ANDERSON: We don't want a lecture 04:24:43
13 from Mr. Frisch regarding friendly 04:24:45
14 amendments. 04:24:48
15 MR. FRISCH: We can do it without -- 04:24:49
16 (Overspeaking - unintelligible)
17 CHAIRWOMAN ANDERSON: Wait, wait. Too many 04:24:51
18 voices in the room. 04:24:52
19 There are too many voices in the 04:24:54
20 room. 04:24:57
21 MR. FRISCH: You can do it without objection. 04:24:58
22 CHAIRWOMAN ANDERSON: That's exactly what I 04:24:59
23 was going to do. Because I know what 04:25:00
24 you're going to say about that. 04:25:02
25 MS. DERENAK KAUFAX: That is an amendment 04:25:03

1 without objection from the maker. Thank 04:25:05
2 you. 04:25:07
3 CHAIRWOMAN ANDERSON: Without objection, we 04:25:07
4 will add that. 04:25:08
5 MS. KEYS-GAMARRA: I don't have an 04:25:08
6 objection -- I do not have an objection 04:25:09
7 and I consider that to be a stakeholder 04:25:12
8 group. 04:25:16
9 CHAIRWOMAN ANDERSON: Thank you so much. 04:25:16
10 Ms. McLaughlin? 04:25:17
11 MS. McLAUGHLIN: Yes. I got bumped off. At 04:25:22
12 this point I'm not putting my camera on 04:25:23
13 'cause it seems to affect connectivity. 04:25:25
14 So I'm -- I'm having trouble even 04:25:29
15 being able to get the -- the laptop to 04:25:32
16 work where I can get the language, since, 04:25:36
17 again, the language was all posted at 4:30 04:25:38
18 this afternoon. So I'm seeing this 04:25:41
19 language for the first time, like the 04:25:43
20 public is. 04:25:45
21 So if there's a way for our clerk to 04:25:47
22 somehow make this bigger, I know she's 04:25:50
23 trying to make the -- expand it; but I -- 04:25:52
24 I need to be able to reference the -- the 04:25:56
25 motion that's in front of me; and I -- the 04:25:59

1 language isn't there. So -- 04:26:01

2 CHAIRWOMAN ANDERSON: You should be able -- 04:26:04

3 Ms. Mulberg, can we bring that motion up 04:26:05

4 and then you should be able to increase 04:26:08

5 the size. 04:26:10

6 (Overspeaking - unintelligible)

7 MS. McLAUGHLIN: Right now I've got four lines 04:26:13

8 showing. There's four lines showing. 04:26:15

9 CHAIRWOMAN ANDERSON: Ms. Mulberg, you will 04:26:17

10 need to scroll it up, please. 04:26:18

11 MS. OMEISH: I just sent the script to Megan, 04:26:23

12 also, so she can view it. 04:26:25

13 CHAIRWOMAN ANDERSON: Please, folks, do not 04:26:30

14 jump in. Wait to be recognized before we 04:26:31

15 speak. I know we're trying to be 04:26:33

16 helpful; but it does cause quite a little 04:26:34

17 bit of confusion. 04:26:36

18 Ms. Mulberg, if you're able -- 04:26:39

19 MS. MUHLBERG: Yes. 04:26:40

20 CHAIRWOMAN ANDERSON: -- to pull it up, so 04:26:40

21 that Megan -- Ms. McLaughlin can see it. 04:26:42

22 Megan, give us a heads up when 04:26:44

23 you're ready and then -- 04:26:46

24 MS. MUHLBERG: I will -- 04:26:47

25 CHAIRWOMAN ANDERSON: -- we can continue with 04:26:47

1	the --	04:26:48
2	(Overspeaking - unintelligible)	
3	MS. MUHLBERG: -- cut and paste it into a	04:26:48
4	different document and pull this down.	04:26:50
5	What's showing on the screen is the only	04:26:52
6	thing I have the ability to show right	04:26:54
7	now. So --	04:26:57
8	CHAIRWOMAN ANDERSON: I understand.	04:26:57
9	MS. MUHLBERG: -- continue talking --	04:26:58
10	MS. McLAUGHLIN: And unfortunately the way	04:26:59
11	Ms. Omeish sent it to me, it's in a	04:27:01
12	Google Doc which then I have to get my --	04:27:03
13	my phone --	04:27:06
14	CHAIRWOMAN ANDERSON: There we are.	04:27:07
15	MS. McLAUGHLIN: -- password into it. So --	04:27:08
16	Okay. So here's my -- my first	04:27:12
17	request, Ms. Keys-Gamarra, for a friendly	04:27:16
18	minute without objection.	04:27:18
19	What I'm not comfortable in the	04:27:21
20	first sentence is when it says, "I move to	04:27:22
21	direct the superintendent to provide an	04:27:23
22	annual report to the board." In that --	04:27:25
23	By using the word "provide" as opposed to	04:27:28
24	"present," "publicly present, he can send	04:27:31
25	it in a Brabrand Briefing. He can just	04:27:33

1 e-mail us at any time and there's no way 04:27:35
2 that the board can count on a 04:27:37
3 conversation. 04:27:39
4 And I -- I know Dr. Brabrand wants 04:27:40
5 to be a collaborator; but I want the 04:27:41
6 public to know that the goal is that we 04:27:43
7 want him to present an annual report in a 04:27:46
8 public meeting to the board. So I -- I 04:27:49
9 would ask that if you have a problem with 04:27:53
10 instead of "providing an annual report" 04:27:55
11 that he "presents an annual report in a 04:27:57
12 public meeting." 04:27:58
13 CHAIRWOMAN ANDERSON: Ms. Keys-Gamarra, do you 04:28:01
14 have any objections to making that 04:28:03
15 change, unless we go through a whole 04:28:05
16 process of amendment? 04:28:07
17 MS. KEYS-GAMARRA: I -- I -- I assumed this 04:28:10
18 was a public meeting. 04:28:11
19 MS. McLAUGHLIN: But that's -- That's not 04:28:14
20 what it says. 04:28:16
21 MS. KEYS-GAMARRA: Ms. McLaughlin, that was my 04:28:17
22 assumption. I do not have an objection 04:28:21
23 to it stating "in a public meeting." 04:28:25
24 Typically we would do this in a work 04:28:29
25 session, and so that would be my -- that 04:28:32

1 would be my response to that and 04:28:38
2 certainly, you know, given -- given where 04:28:43
3 we are, as a board, and as an 04:28:45
4 organization, I'll -- I'll just say yes, 04:28:48
5 Ms. McLaughlin, in a public meeting. 04:28:49
6 MALE VOICE: Point of order. I -- 04:28:54
7 CHAIRWOMAN ANDERSON: You will change that 04:28:55
8 language to present -- 04:28:56
9 (Overspeaking - unintelligible)
10 MS. McLAUGHLIN: To produce -- provide -- 04:28:57
11 MS. KEYS-GAMARRA: I think it would say "to 04:28:58
12 provide an annual report in a public 04:28:59
13 meeting --" Can you guys help me revise 04:29:03
14 that? I'm sorry. 04:29:06
15 CHAIRWOMAN ANDERSON: I -- This is -- 04:29:07
16 Ms. Keys-Gamarra, we can just say "to 04:29:08
17 present an annual report," because that 04:29:10
18 would have to be in a meeting setting. 04:29:12
19 So if we just change that one word, 04:29:15
20 Ms. Mulberg, I think it gets us there, 04:29:18
21 instead of "provide a report," it's to 04:29:20
22 "present a report." 04:29:22
23 MS. McLAUGHLIN: Well, actually -- 04:29:27
24 CHAIRWOMAN ANDERSON: Ms. --- 04:29:28
25 MS. McLAUGHLIN: -- Dr. Anderson, I -- I 04:29:29

1 think Ms. Keys-Gamarra is right. 04:29:30
2 "Present" or "provide" doesn't matter. 04:29:32
3 It's that we're saying how's he going to 04:29:33
4 do it, and that we want it in a public 04:29:35
5 meeting. So -- 04:29:37
6 CHAIRWOMAN ANDERSON: All right. If it's a 04:29:38
7 presentation, it has to be in a meeting. 04:29:39
8 If it's a provision, it could be written, 04:29:42
9 as you said; but I digress. I just -- I 04:29:44
10 was trying to get the shorter version of 04:29:47
11 this going. 04:29:48
12 MS. KEYS-GAMARRA: I understand. I -- I -- 04:29:49
13 I think I understand Ms. McLaughlin's 04:29:52
14 concerns. 04:29:56
15 Did I lose you guys? 04:29:57
16 CHAIRWOMAN ANDERSON: No. You're here. 04:29:59
17 MS. KEYS-GAMARRA: My screen went white. 04:30:00
18 Okay. 04:30:04
19 So I don't have a problem with 04:30:05
20 putting in "in a public meeting" in the 04:30:06
21 appropriate place; and I will tell you at 04:30:09
22 11:42, I'm gonna need help finding where 04:30:11
23 that appropriate place is. But I don't 04:30:15
24 have a -- 04:30:17
25 CHAIRWOMAN ANDERSON: How about "present an 04:30:17

1 annual report" -- 04:30:19

2 MR. FRISCH: Present at a -- 04:30:21

3 CHAIRWOMAN ANDERSON: -- "in a public meeting 04:30:21

4 to the board." 04:30:23

5 MS. KEYS-GAMARRA: That's -- That's fine. I 04:30:24

6 will -- I will let you do that. 04:30:25

7 CHAIRWOMAN ANDERSON: I appreciate it. 04:30:30

8 Ms. McLaughlin, anything else? 04:30:31

9 MS. McLAUGHLIN: Yeah. I would like to ask 04:30:34

10 either Ms. Keys-Gamarra and/or 04:30:35

11 Dr. Brabrand to please just share with me 04:30:38

12 what does "if adequate progress is not 04:30:43

13 made" -- the word "adequate," what will 04:30:47

14 trigger that? Because I just -- I -- I 04:30:49

15 think as a re -- the board's made clear, 04:30:52

16 we want to be looking at this every 04:30:54

17 single year; and if we're not achieving 04:30:57

18 what we wanted, in terms of greater 04:30:59

19 diversity, geographic and otherwise, then 04:31:02

20 we would certainly be looking at other 04:31:05

21 solutions. 04:31:07

22 So I just -- It gave me pause to 04:31:08

23 see "if adequate progress" because for the 04:31:11

24 public to read it, for board members to 04:31:13

25 read it, the superintendent to read it, 04:31:15

1 what -- what's that trigger? I just think 04:31:17
2 we should -- 04:31:19
3 MS. KEYS-GAMARRA: So here -- 04:31:20
4 MS. McLAUGHLIN: -- be doing this every year. 04:31:20
5 MS. KEYS-GAMARRA: -- here's my thinking, 04:31:21
6 Ms. McLaughlin. 04:31:23
7 We will get an annual report. This 04:31:24
8 can happen a couple of different ways. 04:31:26
9 But all of it requires that we get an 04:31:28
10 annual report. One, the superintendent 04:31:30
11 could say to us: Hey, we're not reaching 04:31:33
12 where we'd like to. This is inadequate. 04:31:36
13 I don't think the board will be satisfied. 04:31:39
14 I'm gonna include this in my annual 04:31:41
15 report. 04:31:43
16 Or the superintendent could give us 04:31:44
17 an annual report and the board says: No. 04:31:46
18 This is not -- We need more. Let's look 04:31:49
19 at additional proposals. 04:31:52
20 Either way, this requires an annual 04:31:54
21 report and we can make a decision as to 04:31:56
22 whether it is adequate or not in -- in 04:32:00
23 more than one way. 04:32:02
24 I hope that addresses your concerns. 04:32:03
25 CHAIRWOMAN ANDERSON: I have one point of 04:32:08

1	clarification after you're finished,	04:32:09
2	Ms. McLaughlin.	04:32:11
3	MS. McLAUGHLIN: Sure. I -- I hear what	04:32:14
4	you're saying, Ms. Keys-Gamarra; and I	04:32:17
5	think you and I have worked together long	04:32:20
6	enough that you know my goal is just to	04:32:21
7	make sure that we just have clarity of	04:32:24
8	expectations so there's not	04:32:27
9	disappointment later on on what	04:32:28
10	happens --	04:32:30
11	MS. KEYS-GAMARRA: No, I understand.	04:32:31
12	MS. McLAUGHLIN: Yeah.	04:32:32
13	MS. KEYS-GAMARRA: I understand. I do. But I	04:32:32
14	think it --	04:32:33
15	MS. McLAUGHLIN: So --	04:32:34
16	MS. KEYS-GAMARRA: -- either way we interpret	04:32:34
17	it, it still gets us to the --	04:32:35
18	MS. McLAUGHLIN: Right.	04:32:38
19	MS. KEYS-GAMARRA: -- the goal that we	04:32:39
20	identify here.	04:32:39
21	MS. McLAUGHLIN: So my final concern is that	04:32:42
22	if we're not making progress, we're	04:32:45
23	directing him to propose additional	04:32:48
24	tools. Given what has happened with this	04:32:51
25	whole TJ admissions process revision, and	04:32:53

1 my concerns about how they're bringing us 04:32:59
2 solutions to the table, and they have 04:33:02
3 been problematic, which is why we're 04:33:04
4 sitting here at 11:45 at night trying to 04:33:05
5 deconstruct and reconstruct it ourselves, 04:33:07
6 my only other question is: Dr. Brabrand, 04:33:10
7 in order for you to propose additional 04:33:14
8 tools, is it your desire or commitment 04:33:20
9 that you would at least try and consult 04:33:22
10 with experts in the field of selective 04:33:25
11 admissions when you're talking about 04:33:29
12 tools? If we're not -- if we're not -- 04:33:31
13 SUPERINTENDANT BRABRAND: Yes. Yes. 04:33:34
14 MS. McLAUGHLIN: Okay. 04:33:34
15 SUPERINTENDANT BRABRAND: Absolutely. 04:33:35
16 MS. McLAUGHLIN: Because I -- I -- I just 04:33:36
17 don't want to keep disappointing our 04:33:38
18 public and our community and the very 04:33:40
19 children we're trying to serve. So -- 04:33:43
20 SUPERINTENDANT BRABRAND: Understood. 04:33:45
21 MS. McLAUGHLIN: -- I can -- I just -- I can 04:33:46
22 support it, even though it's not saying 04:33:48
23 that here in the -- in the motion. 04:33:50
24 And, Ms. Keys-Gamarra, you know how 04:33:52
25 much I share your desire for strong 04:33:55

Page 258

1	accountability; so, I thank you for your	04:33:58
2	efforts with this and so I -- I can	04:34:00
3	support it and appreciate the friendly	04:34:04
4	amendment being incorporated.	04:34:07
5	CHAIRWOMAN ANDERSON: Thank you,	04:34:10
6	Ms. McLaughlin.	04:34:11
7	I want to offer another point -- a	04:34:11
8	point of clarification. There are no	04:34:13
9	friendly amendments. It is just an	04:34:15
10	amendment because now it belongs to the	04:34:18
11	body.	04:34:20
12	I wanted to confirm that when I	04:34:20
13	previously asked if there were any	04:34:23
14	objections, I asked this to	04:34:25
15	Ms. Keys-Gamarra and that wasn't correct.	04:34:26
16	I should have asked it to the entire body,	04:34:29
17	because now this motion belongs to the	04:34:31
18	body. So I will ensure that I rectify	04:34:33
19	that.	04:34:37
20	Are there any objections from the	04:34:38
21	group regarding the two changes that have	04:34:41
22	been made to change the word "provide" to	04:34:43
23	"present" and then to add "in a public	04:34:46
24	meeting"?	04:34:52
25	Ms. Derenak Kaufax, you have an	04:34:53

1	objection?	04:34:54
2	MS. DERENAK KAUFAX: I have a concern -- A	04:34:54
3	point of order, Dr. Anderson. There is a	04:34:55
4	third modification which is the inclusion	04:34:57
5	of --	04:35:00
6	PARTICIPANT: Yes.	04:35:00
7	MS. DERENAK KAUFAX: -- the --	04:35:00
8	PARTICIPANT: That was what I was gonna say.	04:35:00
9	CHAIRWOMAN ANDERSON: Oh, thank you. Thank	04:35:02
10	you. And the inclusion of the Advanced	04:35:03
11	Academic Program Advisory Committee.	04:35:05
12	So there's -- Are there any	04:35:09
13	objections from the body of these three	04:35:10
14	changes?	04:35:14
15	Thank you. See, now I will now call	04:35:14
16	for the vote.	04:35:16
17	Those in favor of the motion as a	04:35:17
18	direct --	04:35:19
19	MS. CORBETT SANDERS: Dr. Anderson --	04:35:19
20	Dr. Anderson --	04:35:21
21	CHAIRWOMAN ANDERSON: Yes, ma'am.	04:35:22
22	MS. CORBETT SANDERS: -- I'm sorry. I did	04:35:23
23	have my hand up before you called for the	04:35:24
24	vote; and if I could just make one	04:35:26
25	clarifying statement as the seconder of	04:35:28

1 this motion. 04:35:30

2 CHAIRWOMAN ANDERSON: Yes, go ahead, if -- if 04:35:34

3 you could make it super-brief, 04:35:36

4 Ms. Corbett Sanders -- 04:35:37

5 MS. CORBETT SANDERS: I will. 04:35:38

6 CHAIRWOMAN ANDERSON: -- as I think people are 04:35:38

7 in support. 04:35:40

8 MS. CORBETT SANDERS: I -- It's important for 04:35:41

9 the community to understand what 04:35:43

10 "adequate progress" means and what it 04:35:44

11 doesn't mean. 04:35:46

12 "Adequate progress" means movement 04:35:48

13 forward in achieving our goals, and moving 04:35:50

14 it forward, not regressing, not 04:35:54

15 plateauing, but moving forward towards 04:35:58

16 increasing access and opportunity for all 04:36:01

17 of our students throughout the county. 04:36:05

18 And so I'm just urging people to 04:36:07

19 keep that as front and center; that this 04:36:09

20 is about continuous movement towards that 04:36:13

21 fuller equity. 04:36:17

22 Thank you. 04:36:18

23 CHAIRWOMAN ANDERSON: Thank you. I -- I will 04:36:20

24 now call for the vote. 04:36:22

25 I move to direct the superintendent 04:36:23

1	to present an annual report in a public	04:36:26
2	meeting to the board on TJ admissions to	04:36:28
3	include diversity of the admitted class,	04:36:30
4	attrition rates and reason for students	04:36:33
5	not attending or leaving the school,	04:36:36
6	remediation efforts, STEM class offerings,	04:36:38
7	and participation in enrichment clubs.	04:36:41
8	The preparation of this report will	04:36:44
9	include inputs from the chief academic --	04:36:45
10	from the chief equity officer on the	04:36:48
11	ongoing efforts to enhance a diversity --	04:36:50
12	okay. And -- I'm sorry, and diversify --	04:36:57
13	sorry. It's late -- and diversify the	04:36:59
14	educational environment of TJ and input	04:37:03
15	from stakeholders and community members	04:37:06
16	including from the Minority Student	04:37:09
17	Achievement Oversight Committee and the	04:37:11
18	Advanced Academics Program Advisory	04:37:13
19	Committee reports. If adequate progress	04:37:16
20	is not made on improving diversity, the	04:37:18
21	board directs the superintendent to	04:37:21
22	propose additional tools available to	04:37:22
23	obtain the goal of improving diversity	04:37:25
24	which could include increased outreach,	04:37:29
25	piloting a lottery or other tools that may	04:37:32

1	be recommended by the superintendent.	04:37:35
2	All in favor?	04:37:37
3	We have Ms. Keys-Gamarra,	04:37:39
4	Mr. Frisch, Ms. Corbett Sanders,	04:37:40
5	Ms. Pekarsky, Ms. Tholen, Ms. McLaughlin,	04:37:42
6	Ms. Omeish, Ms. Sizemore Heizer,	04:37:45
7	Ms. Cohen, Ms. Meren, Ms. Derenak Kaufax	04:37:47
8	and myself.	04:37:50
9	That is unanimous. The motion	04:37:51
10	carries.	04:37:52
11	At this time I call on Ms. Sizemore	04:37:53
12	Heizer for a motion.	04:37:55
13	MS. SIZEMORE HEIZER: Thank you, Dr. Anderson.	04:37:59
14	And I -- I apologize for not turning my	04:38:00
15	camera on. I am having connectivity --	04:38:01
16	I've been kicked off, I think, four	04:38:03
17	times.	04:38:05
18	So I am gonna just leave it as my	04:38:05
19	mic.	04:38:07
20	Ms. Tholen and I were planning to	04:38:07
21	bring a follow-on motion for teacher	04:38:09
22	recommendations to be reinstated for the	04:38:11
23	entering class of 2022; but given the	04:38:15
24	shortened time frame and increased	04:38:18
25	workload on teachers this year due to	04:38:19

1 COVID, and the fact that this wouldn't 04:38:21
2 take place until next year anyway, we're 04:38:22
3 not going to bring this motion this year 04:38:25
4 and will, instead, continue to have the 04:38:27
5 conversations as we review the process per 04:38:28
6 the last two follow-on motions and will 04:38:30
7 perhaps bring this conversation back next 04:38:35
8 year and especially since this amendment 04:38:38
9 was not to take place until next year 04:38:39
10 anyway. 04:38:41
11 So at this moment I would like to 04:38:41
12 pull this motion from the table. 04:38:43
13 CHAIRWOMAN ANDERSON: Thank you very much. So 04:38:45
14 done. 04:38:47
15 I would like to invite Ms. Meren who 04:38:47
16 has a clarification and a motion on the 04:38:50
17 mid-year budget review. 04:38:53
18 Ms. Meren? 04:38:54
19 I'm sorry, not a clarification. A 04:38:59
20 question and then a mid-year budget 04:39:00
21 review. 04:39:03
22 MS. MEREN: Yes. Dr. Anderson, I wanted to 04:39:03
23 ask a question of Mr. Morgan; so would 04:39:05
24 you please recognize him so he could 04:39:07
25 address the board? 04:39:10

1 CHAIRWOMAN ANDERSON: Absolutely. Go ahead 04:39:12
2 and ask the question and then I will 04:39:13
3 recognize Mr. Morgan. 04:39:14
4 MS. MEREN: Mr. Morgan, you're aware of the 04:39:16
5 confusion I continue to have. So the 04:39:18
6 board earlier voted on a motion where the 04:39:20
7 language -- Well, my question is: I 04:39:23
8 voted on a motion thinking it was the 04:39:26
9 motion posted in writing and it was 04:39:27
10 actually a vote on a motion offered 04:39:31
11 orally. 04:39:34
12 So I'd like to understand -- I don't 04:39:35
13 know if I need to ask for it to be 04:39:39
14 re-presented to vote on it; and if you can 04:39:40
15 further clarify if there needs to be 04:39:44
16 something done to clarify that they -- you 04:39:48
17 know, the language was different than what 04:39:51
18 we voted on. 04:39:52
19 I believe the clerk has updated 04:39:53
20 that; but I'm just still confused. 04:39:54
21 MR. MORGAN: The member's vote would be -- 04:39:57
22 CHAIRWOMAN ANDERSON: Mr. Morgan, you have not 04:39:59
23 yet been recognized. 04:40:00
24 MR. MORGAN: Thank you, madame. 04:40:02
25 (Laughter)

1 CHAIRWOMAN ANDERSON: I couldn't resist. 04:40:05
2 Mr. Morgan, please go ahead. 04:40:08
3 MR. MORGAN: Yes. Thank you, Madame Chair. 04:40:11
4 If the -- the member's vote would in 04:40:15
5 fact be on what was discussed, not what 04:40:18
6 was in the -- on BoardDocs. 04:40:20
7 However, if the member voted for the 04:40:24
8 adopted motion by mistake and the member 04:40:28
9 wants to be recorded as voting against 04:40:32
10 that motion, then the member can, during 04:40:35
11 the same session, move to reconsider the 04:40:38
12 motion; and that could be asked by 04:40:40
13 unanimous consent. 04:40:43
14 If the motion to reconsider is 04:40:44
15 adopted, the mo -- then the motion that 04:40:47
16 has been adopted would once again be 04:40:49
17 before the board for a vote. And 04:40:52
18 assuming -- assuming no further discussion 04:40:55
19 is desired, then the chair could just then 04:40:57
20 immediately re-take the vote and at that 04:41:00
21 point any member could change his or her 04:41:03
22 vote which might or might not affect 04:41:06
23 whether the motion ended up actually being 04:41:09
24 adopted; but it would allow the member to 04:41:11
25 change his or her -- her vote on that 04:41:15

1 original motion. 04:41:19
2 CHAIRWOMAN ANDERSON: Ms. Meren? Did you have 04:41:23
3 any additional -- 04:41:26
4 MS. MEREN: Yes, thank you. 04:41:27
5 CHAIRWOMAN ANDERSON: -- questions or any -- 04:41:27
6 MS. MEREN: Well, to be clear, our board voted 04:41:28
7 unanimously to approve requiring that 04:41:30
8 test, requiring that the essay and SIS be 04:41:35
9 administered locally at each middle 04:41:37
10 school to all students and to provide the 04:41:38
11 opportunity to opt out, correct, 04:41:42
12 Ms. Mulberg? That is what the board 04:41:44
13 unanimously approved. 04:41:46
14 MS. MUHLBERG: Correct. 04:41:48
15 CHAIRWOMAN ANDERSON: That is correct. 04:41:49
16 MS. MEREN: Okay. So I would like to, since I 04:41:50
17 voted -- So I would like to re-call that 04:41:55
18 vote for a new vote and -- Yes. 04:41:57
19 MS. KEYS-GAMARRA: Can I -- May I have a 04:42:03
20 point of order. 04:42:04
21 CHAIRWOMAN ANDERSON: One -- One second, 04:42:05
22 Ms. Keys-Gamarra. 04:42:07
23 I'd like to ask the question of 04:42:08
24 Mr. Morgan. Will this request need to be 04:42:11
25 seconded? 04:42:15

1	MR. MORGAN: Yes. It would need to be	04:42:16
2	seconded or if she asked for it by	04:42:16
3	unanimous consent, it would have to have	04:42:19
4	no objections.	04:42:22
5	But if it's moved and not seconded,	04:42:23
6	then it --	04:42:25
7	CHAIRWOMAN ANDERSON: Okay.	04:42:26
8	MR. MORGAN: -- it would not be discussed.	04:42:26
9	CHAIRWOMAN ANDERSON: Okay.	04:42:29
10	Ms. Keys-Gamarra, go ahead and ask	04:42:30
11	your clarifying question and then I'm	04:42:32
12	going to ask for a second on this.	04:42:34
13	MS. KEYS-GAMARRA: My question is: If it was	04:42:37
14	unanimous and no one else, to my	04:42:40
15	knowledge, is expressing this -- that	04:42:45
16	this confusion occurred for them; then it	04:42:49
17	will not impact the outcome of this vote.	04:42:52
18	If that is the case and we can consider	04:42:57
19	that, may we -- might we be able to	04:43:01
20	shortcut this process if Ms. Meren wishes	04:43:03
21	to change her vote, can that just be	04:43:07
22	noted and we move on with the meeting?	04:43:09
23	MS. MEREN: I'm not the only one.	04:43:12
24	CHAIRWOMAN ANDERSON: Mr. Morgan, would that	04:43:14
25	be --	04:43:16

1 MS. MEREN: I'm not the only one who has -- 04:43:16
2 who wants to readdress this. 04:43:18
3 CHAIRWOMAN ANDERSON: I -- 04:43:19
4 MS. MEREN: And we won't know until we -- 04:43:19
5 CHAIRWOMAN ANDERSON: Okay. So -- 04:43:22
6 (Overspeaking - unintelligible)
7 CHAIRWOMAN ANDERSON: Folks -- Folks, I -- 04:43:22
8 Thank you for the question. Thank you 04:43:24
9 for the question. 04:43:27
10 So in order to satisfy what I 04:43:28
11 believe Ms. -- Ms. Meren is sharing, I 04:43:30
12 will ask for any -- anyone else to second 04:43:33
13 her motion to revote. 04:43:36
14 Is there a second? 04:43:38
15 There is a second, Ms. McLaughlin. 04:43:40
16 Ms. Meren, go ahead and speak to 04:43:43
17 your motion. 04:43:45
18 MS. MEREN: Yes. Thank you. 04:43:46
19 I thought I was speaking to the 04:43:47
20 motion that was posted on BoardDocs which 04:43:48
21 talked about a process, approving a 04:43:50
22 process for Ms. Omeish's suggestion on the 04:43:52
23 opt-out and having testing in all schools. 04:43:55
24 Given the conversations we had about 04:43:57
25 resources and the opera -- the operational 04:44:00

1	side of things. I think it is -- it's	04:44:04
2	too -- it's too broad at this point to	04:44:08
3	support it; so I do not support the	04:44:09
4	current motion that is now listed in	04:44:14
5	BoardDocs, that we did vote for	04:44:16
6	unanimously. I vote to oppose that	04:44:17
7	motion.	04:44:20
8	Thank you.	04:44:21
9	CHAIRWOMAN ANDERSON: Thank you.	04:44:21
10	Ms. McLaughlin, I'm going to ask us	04:44:23
11	to be very, very brief so we can have this	04:44:25
12	revote.	04:44:28
13	Ms. McLaughlin?	04:44:28
14	MS. McLAUGHLIN: Yes. I'm gonna be very	04:44:30
15	brief. I just simply support my	04:44:32
16	colleague, Ms. Meren's desire, and anyone	04:44:33
17	else, who definitely had different	04:44:38
18	language in front of them versus what was	04:44:40
19	read out loud, and so I wanted to make	04:44:43
20	sure that we respect the opportunity for	04:44:45
21	board members to make sure they were	04:44:50
22	clear on their votes.	04:44:51
23	CHAIRWOMAN ANDERSON: Okay. And just to be	04:44:53
24	sure what we are discussing right now is	04:44:55
25	revoting. We're not revoting at this	04:44:59

1	point.	04:45:02
2	Is that right, Mr. Morgan; or are we	04:45:04
3	going to --	04:45:05
4	MR. MORGAN: Yes, that --	04:45:06
5	CHAIRWOMAN ANDERSON: Because we have a	04:45:06
6	(unintelligible) -- can I jump into the	04:45:07
7	revoting?	04:45:09
8	MR. MORGAN: That is correct. Currently you	04:45:10
9	are only voting -- You're only	04:45:11
10	discussing on whether to reconsider the	04:45:14
11	vote; and if a majority wish to	04:45:18
12	reconsider, then you would take a vote on	04:45:21
13	that motion.	04:45:25
14	CHAIRWOMAN ANDERSON: Thank you.	04:45:27
15	At this point, I would like to call	04:45:28
16	for the vote for whether to reconsider	04:45:30
17	revoting on the motion that was presented	04:45:36
18	by Ms. Omeish earlier.	04:45:38
19	All of those in favor?	04:45:40
20	We have Ms. Meren, we have	04:45:45
21	Ms. McLaughlin.	04:45:46
22	Thank you. Please lower your hands.	04:45:47
23	All of those against?	04:45:50
24	We have Mr. Frisch, Ms. Omeish,	04:45:54
25	Ms. Keys-Gamarra, Ms. Tholen, Ms. Laura	04:45:55

1 Jane -- Ms. Cohen, Ms. Corbett Sanders, 04:45:59
2 Ms. Pekarsky, and myself. 04:46:01
3 Okay. Thank you. And all of those 04:46:06
4 who are abstaining? 04:46:09
5 We have Ms. Derenak Kaufax and 04:46:13
6 Ms. Sizemore Heizer. 04:46:15
7 At this point we will not -- we will 04:46:16
8 not be reconsidering retaking the vote. 04:46:18
9 So this matter ends at this point. 04:46:22
10 Ms. Meren, would you please take us 04:46:25
11 through the -- 04:46:27
12 MS. MEREN: Well, I just -- I just have a 04:46:27
13 question about this. 04:46:29
14 So if I want -- Mr. Morgan, if I 04:46:29
15 wanted to correct my vote, can I do that 04:46:31
16 now or it's done? 04:46:34
17 CHAIRWOMAN ANDERSON: Yes, Mr. Morgan, go 04:46:42
18 ahead. 04:46:46
19 (Laughter)
20 MR. MORGAN: Yes, you could always -- 04:46:46
21 CHAIRWOMAN ANDERSON: Thank you. I appreciate 04:46:47
22 it. You're a great model. 04:46:49
23 MR. MORGAN: The -- The member could always 04:46:52
24 just ask if there are no objections to 04:46:53
25 allow her vote to be changed. 04:46:57

1	CHAIRWOMAN ANDERSON: Thank you very much,	04:47:00
2	Mr. Morgan.	04:47:01
3	Ms. Meren, would you like to take	04:47:02
4	advantage of this opportunity?	04:47:04
5	MS. MEREN: I would, please. If my colleagues	04:47:06
6	would please grant me that courtesy.	04:47:08
7	Thank you.	04:47:10
8	CHAIRWOMAN ANDERSON: Are there any objections	04:47:11
9	to Ms. Meren pulling her vote which will	04:47:12
10	now make it 11 in support of and 1	04:47:15
11	against?	04:47:20
12	I see no objections. So that has	04:47:21
13	been granted.	04:47:23
14	Ms. Mulberg, please make the	04:47:24
15	adjustments on BoardDocs.	04:47:25
16	Ms. Meren, please present the budget	04:47:28
17	review.	04:47:30
18	MS. MEREN: Yes. Thank you very much,	04:47:31
19	colleagues, for that particular piece.	04:47:33
20	Okay. Mid-year budget, gosh --	04:47:36
21	Just please give me a moment here.	04:47:39
22	Okay. We have had the mid-year	04:47:42
23	budget presented at our work session, and	04:47:45
24	I so move that the school board approve	04:47:49
25	the revenue and expenditure changes	04:47:51

1 reflected in the fiscal year 2021 mid-year 04:47:53
2 budget review as detailed in the agenda 04:47:56
3 item. 04:48:01
4 CHAIRWOMAN ANDERSON: Do we have a second? 04:48:02
5 MS. DERENAK KAUFAX: I second that. 04:48:04
6 CHAIRWOMAN ANDERSON: Thank you, Ms. Derenak 04:48:05
7 Kaufax. 04:48:07
8 Would you like to speak to your 04:48:07
9 motion, Ms. Meren? 04:48:09
10 MS. MEREN: No, thank you. 04:48:11
11 CHAIRWOMAN ANDERSON: Ms. Derenak Kaufax, 04:48:13
12 would you like to speak to that motion? 04:48:14
13 MS. DERENAK KAUFAX: I will just say that we 04:48:17
14 had a robust work session just two days 04:48:18
15 ago; so I think everyone is familiar with 04:48:20
16 what we are voting on and I think you 04:48:22
17 should be in support of this. 04:48:26
18 CHAIRWOMAN ANDERSON: Thank you. Any other 04:48:30
19 board members wishing to speak to this 04:48:31
20 motion? 04:48:33
21 Ms. McLaughlin? 04:48:34
22 MS. McLAUGHLIN: Yes, I do want to speak to 04:48:37
23 this because -- I know it's a late hour 04:48:38
24 and I -- I'm just really troubled that 04:48:41
25 we really should have just postponed this 04:48:46

1 for the next business meeting. And this 04:48:50
2 is no reflection on Ms. Meren and 04:48:52
3 Ms. Kaufax. This is frankly a reflection 04:48:54
4 on the superintendent and his team. 04:48:56

5 And I say that because at our work 04:48:58
6 session just two days ago we learned that 04:49:00
7 Loudoun County and Prince William County 04:49:04
8 do not have massive budget challenges with 04:49:09
9 their food and nutritional services 04:49:12
10 program. They have their strategic 04:49:13
11 reserves intact. 04:49:15

12 Meanwhile, FCPS has its strategic 04:49:17
13 reserves reduced from 17 million down to 5 04:49:20
14 million and is now requiring a 9.6 million 04:49:23
15 dollar transfer. 04:49:26

16 We should have heard from the 04:49:28
17 superintendent why our neighboring school 04:49:29
18 systems are not having this problem. We 04:49:31
19 spend almost \$4 million a month in our 04:49:35
20 costs for food and nutritional services. 04:49:39

21 The plan that the superintendent had 04:49:42
22 in place in order to keep the program and 04:49:44
23 the hourly contracted employees on the 04:49:47
24 payroll is what's created this problem. 04:49:49

25 This is a serious financial 04:49:53

1 situation that we're facing in a sense 04:49:55
2 that we've always been told we need a 04:49:57
3 strong beginning balance. Our beginning 04:49:59
4 balance is now going to be down to about 04:50:01
5 \$14 million, depending on what happens 04:50:05
6 going forward from that. 04:50:08
7 For all of these reasons, I just 04:50:10
8 wanted to make sure that the public and my 04:50:11
9 colleagues understood why I cannot support 04:50:13
10 this mid-year budget review. I do hope 04:50:15
11 you feel that our board has demonstrated a 04:50:17
12 real desire and commitment to fiscal 04:50:20
13 responsibilities and I think by virtue of 04:50:22
14 it being midnight, by virtue of having 04:50:25
15 four big topics at one time in this 04:50:27
16 December meeting, this is really not given 04:50:30
17 the attention it deserves; and that when 04:50:32
18 we continue our budget conversations, I'm 04:50:35
19 going to remind everybody that very 04:50:36
20 quickly we transferred almost 10 million 04:50:39
21 in taxpayer dollars to a grant fund and we 04:50:42
22 really didn't put, in my mind, the real 04:50:45
23 strong restrictions on the superintendent 04:50:50
24 that this just can't keep happening and 04:50:52
25 that we need to get some very robust data 04:50:56

1	back from him as soon as possible to	04:50:59
2	prevent any future monies having to be	04:51:03
3	siphoned off to this program.	04:51:05
4	So, again, I -- I know it's a late	04:51:08
5	hour. I don't want my colleagues to think	04:51:10
6	this is my criticism of anyone of you.	04:51:11
7	You've all worked tirelessly to get here	04:51:14
8	tonight. I'm just sorry we're in this	04:51:17
9	position.	04:51:19
10	I think \$9.6 million is a lot of	04:51:20
11	money. It's a big deal. And we're just	04:51:22
12	not having the time to talk about it	04:51:25
13	tonight. So thank you for indulging me.	04:51:26
14	I appreciate it.	04:51:30
15	CHAIRWOMAN ANDERSON: Thank you.	04:51:31
16	Ms. Corbett Sanders?	04:51:32
17	MS. CORBETT SANDERS: So, Ms. McLaughlin, are	04:51:34
18	you making a motion to postpone this to	04:51:39
19	the next regularly-scheduled business	04:51:41
20	meeting?	04:51:48
21	CHAIRWOMAN ANDERSON: Ms. McLaughlin?	04:51:49
22	MS. McLAUGHLIN: Sorry. I didn't know I was	04:51:54
23	muted.	04:51:55
24	I was gonna say I thought about	04:51:55
25	that; but I know everybody's tired and	04:51:57

1 it's midnight; so if enough board members 04:51:59
2 weigh in that they share my concern, we 04:52:02
3 could then have a motion to postpone to 04:52:04
4 the next business meeting. 04:52:05
5 But if I'm the only one, I don't 04:52:07
6 want to put a motion on the table and drag 04:52:08
7 everybody through it. 04:52:10
8 So I'm happy to hear what other 04:52:11
9 people think, but I want to be real clear 04:52:13
10 about my deep concern. 04:52:16
11 So thank you, Ms. Corbett Sanders. 04:52:17
12 MS. CORBETT SANDERS: Well, I was gonna say I 04:52:20
13 would second your motion to postpone. 04:52:21
14 MS. McLAUGHLIN: I would say we might be safer 04:52:26
15 to just hear if anybody else has concerns 04:52:27
16 before we put a motion on the table, to 04:52:29
17 be honest. 04:52:33
18 CHAIRWOMAN ANDERSON: So let me try to be very 04:52:34
19 efficient about this. If there are any 04:52:37
20 board members who -- this is just a 04:52:39
21 pulse. This is not a vote. It is just 04:52:41
22 to give some data to Ms. McLaughlin, who 04:52:44
23 would be wanting to engage in a 04:52:46
24 conversation to postpone, please raise 04:52:48
25 your hands at this time. 04:52:50

1 Okay. We have Ms. Corbett Sanders, 04:52:56
2 Ms. Keys-Gamarra, Ms. McLaughlin. So we 04:52:58
3 have three -- and Ms. Pekarsky. So we 04:53:00
4 have four. 04:53:03
5 Please lower your hands. 04:53:05
6 Ms. McLaughlin? 04:53:06
7 MS. OMEISH: I had my hand up, too. Sorry. 04:53:09
8 CHAIRWOMAN ANDERSON: Okay. So we have five 04:53:14
9 with Ms. Omeish. 04:53:15
10 Ms. McLaughlin, did you want to 04:53:17
11 have -- Did you want to use that data? 04:53:19
12 MS. McLAUGHLIN: I -- I think that I spoke to 04:53:23
13 it and people voted the way they did with 04:53:25
14 their pulse; so I'm not offering an 04:53:26
15 amendment at this time. 04:53:28
16 CHAIRWOMAN ANDERSON: Thank you. 04:53:30
17 Ms. Corbett Sanders, would you like 04:53:31
18 to complete your statement or may I call 04:53:33
19 for the vote? 04:53:38
20 MS. CORBETT SANDERS: You can call for the 04:53:40
21 vote. 04:53:42
22 CHAIRWOMAN ANDERSON: Okay. The motion before 04:53:43
23 us is to move the school board to approve 04:53:44
24 revenue and expenditure changes reflected 04:53:46
25 in the FY 2021 mid-year budget review as 04:53:49

1 detailed in the agenda item. 04:53:52
2 All of those in favor? Ms. Derenak 04:53:54
3 Kaufax, Mr. Frisch, Ms. Meren, Ms. Cohen, 04:53:59
4 Ms. Omeish, Ms. Tholen, and myself. Oops, 04:54:04
5 I can't get this -- Am I still here? Can 04:54:09
6 I be heard? 04:54:12
7 PARTICIPANT: Yeah. 04:54:13
8 PARTICIPANT: Yeah. We can hear you. 04:54:14
9 PARTICIPANT: We can hear you. 04:54:15
10 CHAIRWOMAN ANDERSON: Okay. Then my buttons 04:54:16
11 are just not working. 04:54:17
12 Okay. Now it is. So that is 04:54:18
13 myself, that is seven. 04:54:21
14 All of those who are opposed? 04:54:23
15 We have Ms. Keys-Gamarra, 04:54:30
16 Ms. McLaughlin, Ms. Pekarsky, Ms. Sizemore 04:54:31
17 Heizer. 04:54:36
18 And abstentions? 04:54:37
19 Ms. Corbett Sanders, are you 04:54:46
20 abstaining? 04:54:50
21 MS. CORBETT SANDERS: Yes, ma'am. I am. I 04:54:52
22 asked for a -- 04:54:53
23 CHAIRWOMAN ANDERSON: Okay. Thank you. 04:54:54
24 MS. CORBETT SANDERS: -- I haven't received 04:54:55
25 yet; so I don't have the information to 04:54:55

1 make an informed decision. 04:54:57

2 CHAIRWOMAN ANDERSON: Thank you very much. 04:54:59

3 I -- I'm having some glitches so I'm 04:55:02

4 having a little bit of a hard time. 04:55:03

5 At this point the motion will carry. 04:55:05

6 I'll now call on Ms. Sizemore Heizer 04:55:09

7 for a motion on the restraint and -- on 04:55:10

8 the restraint and seclusion policy update. 04:55:13

9 MS. SIZEMORE HEIZER: Thank you. And, again, 04:55:16

10 I apologize for not having my camera on. 04:55:18

11 I'm having major connectivity issues 04:55:20

12 today. 04:55:22

13 So I move that the school board 04:55:22

14 approve the new restraint and seclusion 04:55:25

15 policy as presented and detailed in the 04:55:27

16 agenda items. 04:55:29

17 CHAIRWOMAN ANDERSON: Do we have a second? 04:55:32

18 MS. OMEISH: Second. 04:55:35

19 CHAIRWOMAN ANDERSON: Thank you, Ms. Omeish. 04:55:36

20 Ms. Sizemore Heizer, please go ahead 04:55:38

21 and speak to your motion. 04:55:40

22 MS. SIZEMORE HEIZER: I will just be very, 04:55:41

23 very brief, considering the late hour. I 04:55:42

24 will just say that I'm very grateful to 04:55:44

25 Dr. Boyd and the Department of Special 04:55:47

1 Services and our advocates from the 04:55:49
2 special education community for working 04:55:52
3 so hard on getting this policy, and my 04:55:55
4 colleagues as well who have been working 04:55:57
5 really hard to get this policy in a place 04:56:00
6 where I think we will be doing right by 04:56:02
7 our students and right by our staff. 04:56:05
8 I am very excited that we are 04:56:08
9 banning seclusion at all sites, except for 04:56:10
10 three, immediately; and working to ban it 04:56:12
11 system-wide in the beginning of school 04:56:16
12 year '22-'23. I'm very excited to ban 04:56:20
13 prone and supine restraint. Again, I 04:56:22
14 think this -- And I'm very excited to 04:56:24
15 have an emphasis on positive behavior 04:56:27
16 intervention support, disaggregating data 04:56:28
17 and parent notification. 04:56:32
18 So I just wanted to really briefly 04:56:34
19 make a shout-out to Dr. Boyd for being so 04:56:35
20 collaborative and so responsive to the 04:56:38
21 community, to the board. I was -- I've 04:56:42
22 been very thrilled to work with her; and I 04:56:46
23 think this is going to go a long way to 04:56:48
24 providing a safe, caring and positive 04:56:50
25 culture for our students, especially those 04:56:53

1 who are most vulnerable to succeed, as 04:56:55
2 well as providing opportunity to our staff 04:56:57
3 to ensure that safe, positive and caring 04:56:59
4 culture and staff safety. 04:57:01
5 So I am thrilled and honored as a -- 04:57:03
6 as a former special education advocate 04:57:06
7 to -- to bring this motion forward and 04:57:09
8 I -- I thank everybody who's worked hard 04:57:11
9 on it, and all our advocates who have 04:57:13
10 advocated strongly for our students. 04:57:15
11 So thank you. 04:57:18
12 CHAIRWOMAN ANDERSON: Thank you. 04:57:18
13 Ms. Omeish, would you like to speak 04:57:19
14 to your second? 04:57:21
15 MS. OMEISH: Yeah. Thanks. 04:57:23
16 So I -- I appreciate all the work 04:57:25
17 that's gone into this. I -- You know, 04:57:27
18 I -- I know I had mentioned to the 04:57:30
19 community I would be bringing a motion to 04:57:31
20 ban seclusion sooner. 04:57:33
21 I certainly feel the level of 04:57:36
22 urgency and I -- and I am disappointed to 04:57:37
23 kind of be in a place where while we knew 04:57:40
24 of this problem for some time, we were -- 04:57:43
25 we were not finding ourselves prepared to 04:57:45

1 be able to accomplish it. 04:57:47

2 I am -- I have pulled back the -- 04:57:49

3 the motion; but with the understanding 04:57:52

4 that staff has adjusted the policy to 04:57:55

5 reflect a deadline for when this will 04:57:57

6 happen. 04:57:59

7 And so the goal is hopefully within 04:58:00

8 just a couple of semesters here, so 04:58:03

9 would -- By the next, not this coming 04:58:08

10 year, but the following, our staff and our 04:58:10

11 buildings will all be prepared and ready 04:58:13

12 to ensure that no seclusion occurs and 04:58:16

13 that's, you know, with the installation of 04:58:18

14 the appropriate equipment, with the 04:58:22

15 training of our -- of our teachers, our 04:58:22

16 administrators to do this in a way 04:58:24

17 ultimately, what was convincing to me, 04:58:27

18 that is good for kids. 04:58:29

19 So what is that trauma-informed 04:58:30

20 perspective gonna look like? What is the 04:58:32

21 compassionate skill set that staff need to 04:58:33

22 be prepared and equipped to know how to 04:58:37

23 handle students and understand their 04:58:39

24 behavior is communication, and know how to 04:58:41

25 work with them to de-escalate and ensure 04:58:43

1 everyone is safe and that -- that there's 04:58:45
2 a positive outcome from the circumstance. 04:58:47

3 So for those who wanted to see this 04:58:49
4 sooner, it really came down to what is 04:58:53
5 gonna ultimately be better for these kids 04:58:54
6 in the long run; and I hope -- I hope this 04:58:56
7 sends a strong message to everyone that 04:58:58
8 this is no longer acceptable. 04:59:01

9 So that doesn't mean it's okay to 04:59:02
10 put this into process whether we're ready 04:59:03
11 or not. 04:59:06

12 So thank you. 04:59:07

13 CHAIRWOMAN ANDERSON: Thank you, Ms. Omeish. 04:59:08

14 I see that we have several other 04:59:10
15 speakers for this motion. We will begin 04:59:11
16 with Ms. Corbett Sanders and then 04:59:14
17 Ms. Meren. 04:59:16

18 MS. CORBETT SANDERS: Thank you, Madame Chair. 04:59:17

19 This is perhaps the most difficult 04:59:20
20 issue that has come before this board and 04:59:22
21 frankly before me as a board member. It 04:59:25
22 is heart- wrenching to hear the stories 04:59:27
23 that have been brought to us by our 04:59:30
24 constituents, and we are committed to 04:59:31
25 ensuring that we utilize best practices in 04:59:33

1 working with our students whom struggle to 04:59:36
2 communicate. 04:59:40

3 This policy prioritizes behavioral 04:59:42
4 intervention, multi-tiers of support and 04:59:45
5 professional development to address the 04:59:48
6 needs of some of our most vulnerable 04:59:50
7 students and approaches this work through 04:59:52
8 a trauma-informed lens. 04:59:55

9 I'm very appreciative of Dr. Boyd's 04:59:57
10 leadership in helping us develop a policy 04:59:59
11 that responds to the concerns of our 05:00:02
12 community and ensures that we have a 05:00:04
13 caring culture in how we address the needs 05:00:06
14 of all of our students. 05:00:09

15 I'm also very appreciative of the 05:00:10
16 collaboration with the ACSD and SEPTA and 05:00:12
17 helping us develop this policy, and I am 05:00:15
18 humbled by the thoughtful analysis that 05:00:19
19 you have provided to me and my colleagues 05:00:22
20 as we have addressed this policy. 05:00:24

21 And I'm also especially pleased to 05:00:26
22 know that this policy will be extended to 05:00:29
23 our contracted third-party providers. 05:00:33

24 Thank you, Madame Chair. 05:00:37

25 CHAIRWOMAN ANDERSON: Thank you, Ms. Corbett 05:00:40

1	Sanders.	05:00:41
2	Ms. Meren and then Ms. Cohen.	05:00:41
3	MS. MEREN: Yeah, briefly, I want to say I'm	05:00:43
4	most proud of two things with this	05:00:45
5	policy. One is that it reflects so much	05:00:46
6	community input; and, two, that our new	05:00:48
7	director of special services worked to	05:00:53
8	really leave that in. And with the	05:00:54
9	board, I feel like this is a real example	05:00:56
10	of really strong collaboration.	05:00:58
11	I'm very proud that we are banning	05:01:00
12	seclusion in all but three schools. It's	05:01:03
13	a major step. I also think, I mean, the	05:01:05
14	volume of work that this board has done	05:01:07
15	this year, the scope of topics, the -- the	05:01:09
16	breadth, I mean, this -- these are huge,	05:01:11
17	huge initiatives that have, you know, not	05:01:13
18	been addressed the way our community has	05:01:16
19	been asking us to, you know, in this way.	05:01:18
20	So, you know, it's good to see a	05:01:20
21	good outcome for this. So thank you all	05:01:22
22	for this work.	05:01:27
23	CHAIRWOMAN ANDERSON: Thank you.	05:01:29
24	Ms. Cohen?	05:01:31
25	MS. COHEN: I just wanted to echo the same	05:01:32

1 thing, that we -- this is what happens 05:01:35
2 when engaged advocates, you know, work 05:01:38
3 their tooshes off (snickers) to establish 05:01:42
4 relationships with folks and when you 05:01:45
5 have someone like Dr. Boyd come in and be 05:01:48
6 open to having those conversations and be 05:01:51
7 willing to humbly say: I want to hear 05:01:56
8 what you have to say about it, as she 05:02:00
9 did, I think, with all of us on the 05:02:01
10 board, certainly with SEPTA and with 05:02:04
11 ACSD, and I'm beyond appreciative of it. 05:02:06
12 I can't -- This process has been 05:02:09
13 unlike any that I've been a part of here; 05:02:11
14 and I -- I -- I'm grateful -- and I'm 05:02:14
15 grateful. I know we all have our 05:02:17
16 representatives who serve us on the ACSD 05:02:19
17 and it's a thankless job, and they -- they 05:02:23
18 work so hard. And so I just want to say a 05:02:26
19 special thank you to my representative, 05:02:30
20 Toby Latham, who has provided more hours 05:02:33
21 of counsel on how we get this right to me; 05:02:36
22 and I'm so appreciative of it. 05:02:38
23 So thank you. And I -- I think this 05:02:40
24 is how we make good policy together. 05:02:44
25 CHAIRWOMAN ANDERSON: Thank you. 05:02:47

Page 288

1	Mr. Frisch?	05:02:48
2	MR. FRISCH: Thank you. I want to thank	05:02:50
3	Ms. Sizemore Heizer and Ms. Omeish for	05:02:51
4	their leadership on this issue and for	05:02:54
5	our many conversations. I also want to	05:02:55
6	thank Dr. Boyd and staff for	05:02:57
7	demonstrating a willingness to work with	05:02:59
8	advocates and families. But most of all	05:03:02
9	I do want to thank, like my colleagues,	05:03:03
10	the families who shared their stories	05:03:06
11	with us and who raised their voices.	05:03:07
12	That was the critical component	05:03:11
13	here. And I hope that the collaboration	05:03:14
14	that we saw in the revisions to this	05:03:17
15	policy are indicative of more successful	05:03:19
16	collaboration to come.	05:03:22
17	You want to, you know, turn the	05:03:25
18	page or, you know, build stronger	05:03:27
19	relationships? This is exactly how you do	05:03:29
20	it.	05:03:32
21	So thank you very much to everybody	05:03:32
22	involved.	05:03:35
23	CHAIRWOMAN ANDERSON: Thank you.	05:03:36
24	Ms. McLaughlin?	05:03:37
25	MS. McLAUGHLIN: Yes. It's -- it's a late	05:03:41

1	hour; but having been an intensely	05:03:44
2	involved community advocate for about	05:03:47
3	four years before I joined the board, I	05:03:49
4	know firsthand what it means to sacrifice	05:03:52
5	time away from your families to champion	05:03:55
6	something that's extremely important and	05:03:58
7	affects so many.	05:04:01
8	So I do want to express my deep	05:04:02
9	appreciation to SEPTA and all of the	05:04:05
10	amazing advocates who had a voice in all	05:04:08
11	of this. I echo Mr. Frisch's	05:04:10
12	appreciation, though I will draw away the	05:04:14
13	nuance of I don't want to necessarily be	05:04:19
14	thanking our staff. I -- I want to	05:04:21
15	express my appreciation that they're doing	05:04:23
16	what I hope and expect them to do and what	05:04:25
17	I believe, Dr. Brabrand, you're to be	05:04:28
18	credited that you always had this	05:04:31
19	commitment of us working with our	05:04:34
20	communities in words and this is where it	05:04:38
21	came through in actions.	05:04:41
22	So, definitely, kudos to Dr. Boyd	05:04:44
23	who's brand new, and right off the bat	05:04:48
24	demonstrated what caring culture looks	05:04:50
25	like in the engagement with our	05:04:53

1 communities and -- and I know that 05:04:55
2 Dr. Brabrand and his team continue to 05:04:58
3 strive toward that. And for that, I am 05:05:02
4 very appreciative, especially at this very 05:05:04
5 late hour. 05:05:07
6 SUPERINTENDANT BRABRAND: Thank you, 05:05:08
7 Ms. McLaughlin. Dr. Boyd did a fantastic 05:05:08
8 job. Thank you all for your comments. 05:05:11
9 She's really doing an amazing job. Her 05:05:13
10 and her team. Thank you, Dr. Boyd. 05:05:16
11 CHAIRWOMAN ANDERSON: Thank you. 05:05:19
12 Ms. Tholen and then we will call for 05:05:19
13 the vote -- I'm sorry, and then 05:05:22
14 Ms. Derenak Kaufax. 05:05:23
15 MS. THOLEN: Yes. At the risk of sounding 05:05:27
16 like a broken record, I just wanted to 05:05:29
17 say some thank yous as well. 05:05:31
18 A huge thank you for Dr. Boyd for 05:05:33
19 just jumping in and working on this and 05:05:35
20 doing such a collaborative effort. I'm a 05:05:39
21 huge fan of bringing in the community and 05:05:41
22 working collaboratively. 05:05:44
23 And a huge, huge thanks to SEPTA and 05:05:46
24 ACSD for, I know, putting in long hours 05:05:49
25 over Thanksgiving weekend to get us all 05:05:52

1 comments for our work session that 05:05:55
2 happened right after Thanksgiving. 05:05:58
3 And just a little shout-out to Lucy 05:06:00
4 John, my Dranesville ACSD representative. 05:06:03
5 Thank you for the e-mails and the comments 05:06:06
6 and the phone calls. It was super helpful 05:06:08
7 and really, really appreciated. 05:06:11
8 Thanks to everyone for their 05:06:13
9 efforts. This has been a nice success. 05:06:15
10 CHAIRWOMAN ANDERSON: Thank you. 05:06:19
11 Ms. Derenak Kaufax? 05:06:20
12 MS. DERENAK KAUFAX: The same. I -- I want 05:06:25
13 to -- as so many of my colleagues have 05:06:27
14 stated, this is a great example of how to 05:06:28
15 work with the community, staff and our 05:06:34
16 board to make things better. 05:06:36
17 I -- Thanks to the families who 05:06:40
18 shared their difficult stories with us. 05:06:42
19 We -- We do appreciate that and we want 05:06:44
20 to make certain that we are -- you 05:06:48
21 understand the under -- you understand 05:06:52
22 that we are listening to you and we are 05:06:54
23 working to make things better. 05:06:56
24 And, again, thanks to Dr. Boyd and 05:07:01
25 her team for working with the community 05:07:03

1	and all the advocacy groups.	05:07:05
2	So I will be supporting this.	05:07:07
3	CHAIRWOMAN ANDERSON: Thank you very much,	05:07:11
4	Ms. Derenak Kaufax.	05:07:12
5	I -- I do not see any new speakers.	05:07:13
6	I will now call for the vote.	05:07:15
7	MS. SIZEMORE HEIZER: Madame Chair, can I ask	05:07:17
8	for the privilege to have a quick	05:07:18
9	go-back? I apologize. This is	05:07:19
10	Ms. Sizemore Heizer -- very, very quick,	05:07:22
11	I promise.	05:07:23
12	CHAIRWOMAN ANDERSON: You've got 15 seconds,	05:07:24
13	Ms. Sizemore Heizer.	05:07:26
14	MS. SIZEMORE HEIZER: I just wanted to share	05:07:27
15	with my colleagues and especially	05:07:28
16	Dr. Boyd that I am actually literally in	05:07:29
17	tears, as someone who's worked 15 years	05:07:32
18	for special ed advocacy; and I want to	05:07:34
19	thank you all for -- for this first step.	05:07:36
20	And I think with be improving for our	05:07:38
21	special ed students, and thank you for	05:07:41
22	putting me in tears at midnight tonight.	05:07:43
23	That's all.	05:07:45
24	CHAIRWOMAN ANDERSON: Thank you.	05:07:45
25	I now move -- The motion before us	05:07:46

1 is that: The school board approve the new 05:07:48
2 restraint and seclusion policy as 05:07:51
3 presented and as detailed in the agenda 05:07:53
4 item. 05:07:55
5 All of those in favor? 05:07:56
6 We have Ms. Pekarsky, Ms. Omeish, 05:07:59
7 Ms. Tholen, Ms. Cohen, Ms. Sizemore 05:08:02
8 Heizer, Mr. Frisch, Ms. Meren, 05:08:04
9 Ms. McLaughlin, Ms. Corbett Sanders, 05:08:07
10 Ms. Derenak Kaufax, Ms. Keys-Gamarra, and 05:08:09
11 myself. And that is unanimous. 05:08:12
12 Please lower your hands. Thank you 05:08:15
13 all and thank you to Dr. Boyd and her 05:08:17
14 team. 05:08:21
15 At this time I call on Ms. Omeish 05:08:21
16 for a motion. 05:08:22
17 MS. OMEISH: Okay. I move that the school 05:08:24
18 board renew its contract with Dr. Scott 05:08:27
19 Brabrand as superintendent, to authorize 05:08:32
20 the chair to execute the amended contract 05:08:34
21 as detailed in the agenda item. 05:08:37
22 CHAIRWOMAN ANDERSON: Is there a second? 05:08:39
23 Thank you, Ms. Sizemore Heizer. 05:08:46
24 At this time I'd like to offer some 05:08:49
25 statements regarding this. As one of -- 05:08:51

1 one of the most important responsibilities 05:08:54
2 of any school board is providing oversight 05:08:56
3 of the division superintendent. 05:09:00

4 Over the past few months, our 12 05:09:02
5 board members carefully deliberated to 05:09:05
6 reach consensus on this contract. As 05:09:07
7 chair I am grateful for the commitment of 05:09:10
8 my colleagues to come together on this 05:09:12
9 very important matter. 05:09:15

10 Given that the superintendent 05:09:17
11 contract is set to end on June 30th, 2021, 05:09:19
12 the board has collectively decide to 05:09:23
13 extend it for an additional year. 05:09:25

14 FCPS has faced monumental challenges 05:09:28
15 this year and the board deeply appreciates 05:09:31
16 all that Dr. Brabrand has done to lead the 05:09:34
17 school system during this very trying 05:09:37
18 time. 05:09:40

19 He has built his extensive 05:09:41
20 educational career within FCPS and has 05:09:42
21 never wavered in his passion to serve. We 05:09:45
22 are grateful for the relationship he has 05:09:48
23 cultivated for our system and for the 05:09:50
24 collaborative culture he has inspired. We 05:09:53
25 look forward to continuing our partnership 05:09:56

1 with him. 05:09:59
2 At this time I will now call for the 05:09:59
3 vote. 05:10:02
4 All in favor of -- Let me -- I've 05:10:02
5 got to find it -- to move the school board 05:10:06
6 to renew the contract with Dr. Brabrand as 05:10:08
7 superintendent, to authorize the chairman 05:10:10
8 to execute the amended contract as 05:10:13
9 detailed in the agenda item, please your 05:10:15
10 hands at this time. 05:10:17
11 We have Ms. Sizemore Heizer, 05:10:19
12 Ms. McLaughlin, Ms. Omeish, Ms. Tholen, 05:10:20
13 Ms. Derenak Kaufax, Ms. Meren, 05:10:24
14 Ms. Pekarsky, Mr. Frisch, Ms. Corbett 05:10:25
15 Sanders, Ms. Keys-Gamarra, Ms. Cohen and 05:10:28
16 myself. 05:10:31
17 And my button still doesn't work. 05:10:32
18 That is unanimous. Please lower your 05:10:34
19 hands at this point. 05:10:35
20 I now call on Ms. Pekarsky for the 05:10:37
21 consent agenda item, and my water break. 05:10:41
22 MS. PEKARSKY: If you would just give me a 05:10:47
23 minute -- I'm sorry. I'm trying to pull 05:10:49
24 this up. I do apologize. I'm sorry, 05:10:54
25 Dr. Anderson. It is late. I am sorry. 05:11:02

1	CHAIRWOMAN ANDERSON: We're fine. I'm still	05:11:06
2	here.	05:11:09
3	MS. PEKARSKY: I am trying to find it.	05:11:09
4	CHAIRWOMAN ANDERSON: You just need to have	05:11:12
5	the agenda -- the consent agenda be	05:11:13
6	posted.	05:11:15
7	MS. PEKARSKY: Yeah, I got it. No.	05:11:15
8	Our adopted rules of parliamentary	05:11:18
9	procedure, Robert's Rules, provide for a	05:11:20
10	consent agenda listing several items for	05:11:22
11	approval by a single motion. Many items	05:11:24
12	listed have gone through board review, and	05:11:27
13	documentation has been provided to all	05:11:29
14	board members and the public in advance.	05:11:31
15	Items may be reviewed from the	05:11:34
16	consent agenda at the request of any board	05:11:35
17	member prior to the meeting.	05:11:38
18	Okay. All right. Do -- I am so	05:11:51
19	sorry, but my screen went blank. So --	05:12:00
20	CHAIRWOMAN ANDERSON: That's fine.	05:12:03
21	MS. PEKARSKY: All right.	05:12:04
22	CHAIRWOMAN ANDERSON: I will pick up. We are	05:12:04
23	here to support each other.	05:12:07
24	MS. PEKARSKY: I am so sorry.	05:12:08
25	CHAIRWOMAN ANDERSON: I will pick up on that.	05:12:10

1 The new business item is on the screen. 05:12:12
2 There will not be a vote on this item but 05:12:14
3 action is scheduled at a future meeting. 05:12:18
4 At this time I call on Dr. Brabrand 05:12:22
5 for superintendent matters. We can remove 05:12:24
6 this from the screen, Ms. -- Thank you, 05:12:30
7 Ms. Mulberg. 05:12:33
8 Dr. Brabrand. 05:12:34
9 SUPERINTENDANT BRABRAND: Thank you, Chairman 05:12:36
10 Anderson. 05:12:37
11 First of all, I want to thank 05:12:37
12 Dr. Anderson and the entire school board 05:12:39
13 for your kind words and for the unanimous 05:12:41
14 vote this evening to extend my contract. 05:12:44
15 I do look forward to our continued 05:12:47
16 partnership together and our collective 05:12:49
17 commitment to students, staff and to our 05:12:51
18 community here in Fairfax County; and I 05:12:53
19 welcome the opportunity to continue the 05:12:56
20 collaborative work that we have working 05:12:58
21 with our stakeholders in FCPS and in our 05:13:02
22 entire Fairfax County community. 05:13:05
23 As a long-time member of this 05:13:08
24 community, this is my home and I truly 05:13:10
25 love this division. I love the staff, the 05:13:13

1 students, the school board and all the 05:13:15
2 unique and outstanding features that make 05:13:18
3 Fairfax County such a special place to 05:13:20
4 live, work, play and learn. 05:13:22

5 There is no better place to learn 05:13:26
6 and have an education than in Fairfax 05:13:27
7 County Public Schools; and I thank you all 05:13:30
8 for your dedication and your work as board 05:13:32
9 members. 05:13:36

10 And it is my pleasure to continue 05:13:37
11 and honor to continue to serve Fairfax 05:13:39
12 County Public Schools community. So thank 05:13:41
13 you. 05:13:44

14 I want you to know later today, 05:13:44
15 since we're actually just past the 05:13:47
16 midnight hour, later today, we'll have a 05:13:49
17 classroom monitor job fair from 11:00 a.m. 05:13:51
18 to 1:00 p.m. We're working to get more 05:13:55
19 monitors to support our return to school. 05:13:58

20 We've got great progress we've done 05:14:02
21 in our elementary schools, though we still 05:14:04
22 need a few more; and we really do need -- 05:14:06
23 particularly at our (unintelligible) high 05:14:09
24 some additional monitors to come in and 05:14:11
25 help work and provide some supervision as 05:14:13

1 we have some teachers who will be teaching 05:14:17
2 virtually even as students return to 05:14:20
3 school. So look forward to that job fair. 05:14:23
4 Tomorrow we'll also be looking for 05:14:28
5 anybody who wants to be a substitute 05:14:29
6 teacher in 2021. 05:14:32
7 And then finally, I just want to say 05:14:34
8 this is -- I believe this is our last 05:14:37
9 school board meeting for the month. 2020 05:14:39
10 draws to a close, and I just want to wish 05:14:43
11 the board and their families and all of 05:14:45
12 our Fairfax County Public Schools families 05:14:47
13 and staff a wonderful winter break. 05:14:50
14 I know this -- This year has been a 05:14:53
15 year unlike any other, and many are ready 05:14:55
16 to see 2020 closed; but I know that in a 05:14:57
17 way this pandemic has allowed us all to 05:15:02
18 come together, to challenge ourselves and 05:15:06
19 one another with greater care and greater 05:15:09
20 compassion and greater dedication for the 05:15:12
21 things that matter, including our children 05:15:15
22 and our children's education. 05:15:18
23 So I hope everyone has a wonderful 05:15:20
24 break and happy new year and see you in 05:15:23
25 2021. Thank you. 05:15:25

1 CHAIRWOMAN ANDERSON: Thank you, Dr. Brabrand. 05:15:28
2 At this time we are up to our board 05:15:30
3 committee report. I will now call on 05:15:32
4 Mr. Frisch for our Governance Committee 05:15:34
5 report. 05:15:38
6 MR. FRISCH: Thank you. I'll keep this brief. 05:15:38
7 In our meetings week before last, we 05:15:41
8 approved the conflicts of interest policy 05:15:44
9 changes that we've been working on for 05:15:46
10 many months as well as related actions 05:15:49
11 seeking additional guidance from the 05:15:51
12 auditor general and council. 05:15:53
13 We also discussed stakeholder 05:15:56
14 engagement for the upcoming anti-racist 05:15:58
15 and controversial issues policies and 05:16:00
16 requested a work session from the chair 05:16:03
17 and vice chair to discuss the scope of 05:16:04
18 this engagement and associated costs. 05:16:07
19 Finally, we also reviewed the 05:16:09
20 November no-change memo and sent one 05:16:11
21 policy on to the full board for consent 05:16:13
22 for the consent agenda, and the rest of 05:16:15
23 them are -- have been added to our agenda. 05:16:17
24 And that's it for me. Thank you. 05:16:20
25 CHAIRWOMAN ANDERSON: Thank you, Mr. Frisch. 05:16:22

1	I will call on Ms. Keys-Gamarra for	05:16:24
2	an update from the Audit Committee.	05:16:27
3	MS. KEYS-GAMARRA: Yes. I'm trying to get it	05:16:30
4	on. Thank you.	05:16:33
5	Yes. We had an Audit Committee	05:16:34
6	meeting on December 9th where we reviewed	05:16:37
7	several items, including the fiscal year	05:16:40
8	2020 annual report which is an important	05:16:43
9	initiative where we look at our	05:16:46
10	accomplishments in this past year.	05:16:49
11	We completed the school board	05:16:53
12	approved audit plan and continued to	05:16:54
13	manage the fraud waste and abuse hotline	05:16:58
14	and received the report on that.	05:17:00
15	We also looked at the success of our	05:17:03
16	audit buzz where we currently have over	05:17:06
17	1500 subscriptions and are working for a	05:17:08
18	greater outreach.	05:17:10
19	In January -- on January 5th, we	05:17:13
20	will have a school board work session to	05:17:15
21	review the audit report. In addition	05:17:17
22	of -- to the annual report, the committee	05:17:20
23	also went through the fiscal year 2021	05:17:23
24	internal audit engagement and internal	05:17:25
25	inquiry status as well as the audit	05:17:27

1	recommendations follow-up status.	05:17:30
2	Thank you.	05:17:32
3	CHAIRWOMAN ANDERSON: Thank you very much,	05:17:33
4	Ms. Keys-Gamarra.	05:17:34
5	We are now up to item 9.01, which	05:17:36
6	are the board matters.	05:17:40
7	Barring any objections, since it is	05:17:42
8	12:30, I would like to skip this board	05:17:44
9	matters for this evening. If there are	05:17:50
10	any objections, please raise them at this	05:17:51
11	time by raising your hand.	05:17:53
12	MS. KEYS-GAMARRA: Can we just shout happy	05:17:57
13	holidays to everybody?	05:17:59
14	CHAIRWOMAN ANDERSON: We can certainly do that	05:18:00
15	before we adjourn. I just wanted to give	05:18:01
16	some teacher wait time to get those hands	05:18:04
17	up for everybody who's clamoring to have	05:18:06
18	board matters at midnight.	05:18:08
19	We are now adjourned at 12:30.	05:18:10
20	Let's just wish the entire community a	05:18:13
21	happy holiday, a collaborative chorus.	05:18:15
22	(All saying "happy holidays.")	
23	CHAIRWOMAN ANDERSON: Thank you everybody.	05:18:15
24	Good night.	05:18:16
25	(Audio recording ended.)	

1 TRANSCRIPTIONIST'S CERTIFICATE

2

3 I, Mary C. Dopico, CSR, RPR, CRR, 05:18:16

4 Transcriptionist, certify that the foregoing is a true 05:18:16

5 and accurate transcription of the audio recording of 05:18:17

6 the proceedings in the above-entitled matter; said 05:18:17

7 audio recording titled: 05:18:18

8 FCPS School Board Meeting 12-17-2020.mp4; 05:18:18

9 I further certify that I am neither counsel 05:18:19

10 for, related to, nor employed by any of the parties to 05:18:19

11 the action in which this proceeding was taken; 05:18:20

12 I further certify that I am not financially 05:18:21

13 or otherwise interested in the outcome of this action. 05:18:21

14 Certified to by me on this the 21st day of 05:18:22

15 July, 2021. 05:18:23

16

17

18 _____
Mary C. Dopico, CSR, RPR, CRR 05:18:23

18 Texas CSR No. 463, Exp. 4/30/2023 05:18:23

19 05:18:23

19 Independent Contractor To: 05:18:23

20 Magna Legal Services 05:18:24

20 Seven Penn Center 05:18:24

21 1635 Market Street, 8th Floor 05:18:24

21 Philadelphia, PA 19103 05:18:24

22 215/207-9460 Fax: 215/207-9461 05:18:25

23

24

25

A				
AAP 25:20 27:18 42:10 44:15 65:13 124:7 150:2,11 158:10 158:10 218:24 219:3	abuse 301:13 academic 26:15 44:14 47:8 50:9 119:21 123:13 124:5,11,20 143:2 164:18 245:15 246:12 246:13 259:11 261:9	283:1 accomplished 49:24 accomplishment 61:20 accomplishments 301:10 account 36:19 160:2 accountability 125:18 126:1 242:10 243:6 258:1 accountable 49:13 241:24 accounts 118:7 accurate 303:5 achievable 190:9 190:22,22 achieve 7:16 38:4 41:24 97:24 106:10 108:15 109:21 115:21 138:17 177:3 188:5 189:9 227:24 242:7	act 27:20 50:5 178:16 200:2 acted 27:9 206:16 action 8:11 9:17 11:18 16:20 18:21 86:15 95:2 95:6 96:14 155:2 233:16,20 234:15 297:3 303:11,13 actions 21:17 94:23 241:23 242:2 289:21 300:10 active 74:21 153:18 206:20 activism 21:21 activist 20:3,11 activities 116:25 119:7 actual 62:19 80:18 Adams 9:9,10,12 9:12 12:8 15:13 16:1,14,15,16 add 147:25 160:25 166:5,8,10 197:11 212:14 212:16 219:22 223:24 233:13 245:18 246:6,11 247:11 248:4 258:23 added 113:13 133:6 300:23 adding 163:8 addition 78:6 301:21 additional 75:10 84:17 101:16 133:10 135:20 136:1 146:15,23 160:7,15 161:11 165:24 166:4 168:21 190:24	192:13 196:3 215:14 224:19 228:8 239:24 255:19 256:23 257:7 261:22 266:3 294:13 298:24 300:11 Additionally 114:23 additions 69:20,21 71:6,11 78:7,8 address 8:10 9:4 25:12 50:17 57:12 70:12 74:5 80:3 84:23 88:4 101:8 123:17 125:17 126:15 129:5 137:12,17 206:15,21 214:25 215:1 263:25 285:5,13 addressed 42:11 42:14 57:8 206:20 233:5 285:20 286:18 addresses 126:11 142:20 255:24 addressing 125:1 143:2 adequate 72:18 101:18 103:24 239:21 254:12 254:13,23 255:22 260:10 260:12 261:19 adjourn 302:15 adjourned 302:19 adjusted 100:2 283:4 adjustment 212:13,17 adjustments 214:8 272:15 administer 180:13
AAPAC 246:12 247:1 AARTs 116:23 abilities 44:2 ability 123:20 164:7 166:13 218:25 219:1 222:18 250:6 able 12:12,16 13:3 20:9 50:1,4,7,9 50:13,17 87:11 88:11 90:11 112:19 114:5 122:6,7 125:6 128:15,16 129:6 144:3,4,5 154:9 155:10,20 156:3 180:17 183:20 188:21 190:5 192:7 211:18 212:13,16 248:15,24 249:2 249:4,18 267:19 283:1 above-entitled 303:6 absence 91:8 183:11 absolutely 59:20 128:8,24 163:25 180:21 257:15 264:1 abstaining 151:24 230:8 235:8 271:4 279:20 abstentions 6:16 106:24 279:18	academically 164:12 academically-ex... 110:20 academics 115:19 261:18 academy 39:22 accelerated 116:22 acceptable 284:8 accepted 45:2,3 70:13 accepting 28:14 access 14:20 23:20 112:15 115:18 116:10,22 118:25 119:23 122:8,16 141:4,7 155:3 158:24 165:20 169:16 176:16 179:21 180:17 182:13 194:14 211:17 222:24 236:6 260:16 accessible 121:17 136:19 166:3 accommodate 80:7 accommodates 80:8 accommodating 80:10 accomplish 160:11 240:9	283:1 accomplished 49:24 accomplishment 61:20 accomplishments 301:10 account 36:19 160:2 accountability 125:18 126:1 242:10 243:6 258:1 accountable 49:13 241:24 accounts 118:7 accurate 303:5 achievable 190:9 190:22,22 achieve 7:16 38:4 41:24 97:24 106:10 108:15 109:21 115:21 138:17 177:3 188:5 189:9 227:24 242:7 achieved 189:18 achievement 65:23 99:14 123:13 143:3 239:20 245:14 246:10 261:17 achieving 152:25 177:4 240:17 242:5 254:17 260:13 acknowledge 134:23 acquire 36:16 acquisitions 63:7 acreage 85:1 ACSD 285:16 287:11,16 290:24 291:4	act 27:20 50:5 178:16 200:2 acted 27:9 206:16 action 8:11 9:17 11:18 16:20 18:21 86:15 95:2 95:6 96:14 155:2 233:16,20 234:15 297:3 303:11,13 actions 21:17 94:23 241:23 242:2 289:21 300:10 active 74:21 153:18 206:20 activism 21:21 activist 20:3,11 activities 116:25 119:7 actual 62:19 80:18 Adams 9:9,10,12 9:12 12:8 15:13 16:1,14,15,16 add 147:25 160:25 166:5,8,10 197:11 212:14 212:16 219:22 223:24 233:13 245:18 246:6,11 247:11 248:4 258:23 added 113:13 133:6 300:23 adding 163:8 addition 78:6 301:21 additional 75:10 84:17 101:16 133:10 135:20 136:1 146:15,23 160:7,15 161:11 165:24 166:4 168:21 190:24	192:13 196:3 215:14 224:19 228:8 239:24 255:19 256:23 257:7 261:22 266:3 294:13 298:24 300:11 Additionally 114:23 additions 69:20,21 71:6,11 78:7,8 address 8:10 9:4 25:12 50:17 57:12 70:12 74:5 80:3 84:23 88:4 101:8 123:17 125:17 126:15 129:5 137:12,17 206:15,21 214:25 215:1 263:25 285:5,13 addressed 42:11 42:14 57:8 206:20 233:5 285:20 286:18 addresses 126:11 142:20 255:24 addressing 125:1 143:2 adequate 72:18 101:18 103:24 239:21 254:12 254:13,23 255:22 260:10 260:12 261:19 adjourn 302:15 adjourned 302:19 adjusted 100:2 283:4 adjustment 212:13,17 adjustments 214:8 272:15 administer 180:13

administered 124:4 152:7 162:5 170:11 171:6 184:16 185:12 197:6 205:3 266:9	204:9 213:25 226:22 231:1 234:5 237:23 239:8 243:11 256:25 257:11 261:2	282:6 289:2 advocated 113:22 117:25 282:10 advocates 50:25 109:3 111:4 112:22 117:19 121:12,15 122:20,24 281:1 282:9 287:2 288:8 289:10	29:5 46:18 96:5 106:1 111:14 120:22 134:10 141:21 146:4 147:14,17 149:15 155:25 165:10 170:4 171:17 175:2,20 184:3 190:12 201:2 202:19 203:19 204:14 205:14 212:21 216:10 217:11 220:10 225:21 231:12 232:18 233:7 260:2 264:1 265:2 267:10 268:16 271:18 280:20	178:16 179:5 201:11 allows 72:19 127:23 149:2 165:21 190:25 altered 222:1 alternative 65:15 65:17,22 altogether 31:6 alumni 20:11 99:16 101:15 104:22,25 118:3 amazed 36:8 amazing 55:16 127:17 289:10 290:9 amenable 212:12 245:18 247:3 amend 171:3 174:15 212:19 217:13,14 232:3 236:12 238:2 amended 231:16 232:10,12,14 293:20 295:8 amending 216:5 231:22 amendment 70:17 70:18 133:4 170:22 171:9 172:14,20 175:4 176:11 177:7,25 178:2,9 179:23 180:8 182:12 184:7,14 191:4 193:5,13 212:17 212:19 216:8,11 217:19,22 224:4 229:2,17,21 230:12,13,14 231:14 245:21 246:2 247:10,10 247:25 251:16 258:4,10 263:8
administering 163:7 172:8 174:5 180:23 183:13,14	admit 39:3,8 admitted 100:12 101:4 145:4,13 189:20 239:9 261:3	advocating 122:21 affect 248:13 265:22 afford 140:5 afraid 38:17 198:3 afternoon 9:2 128:13 144:1 248:18 agencies 7:9 agenda 8:12 9:18 16:21 20:3 86:4 94:8 180:2 273:2 279:1 280:16 293:3,21 295:9 295:21 296:5,5 296:10,16 300:22,23	aid 66:10 AIM 65:24 Akshay 21:24 Aldrin 83:22 algebra 22:16 26:2 45:1,10 152:9 185:14 205:6 align 158:16 alignment 158:17 alleged 48:23 allegiance 4:1,4 allocated 70:19 113:24 allocation 63:10 70:25 allotment 231:5 allotments 186:22 208:11 214:4 allotted 132:13 allow 35:6 265:24 271:25 allowed 74:24 99:8 299:17 allowing 60:11 147:1 158:1	
administration 12:2 19:4 31:25 33:14 39:6,19,20 41:9,19 114:10 173:23	adopted 47:7,14 83:12 88:16 265:8,15,16,24 296:8	aggressive 140:18 ago 22:11 73:10 128:3 133:19 135:22 153:2 204:20,22 228:21 273:15 274:6 agree 9:25 17:3 104:15 118:16 121:8 148:15 163:4 182:7 196:24 215:10 agreed 70:9 204:16 agreement 96:9 agreements 75:7 ahead 9:11 16:11		
administrators 283:16	adult 66:5 advance 296:14 advanced 44:14 115:19 119:1,21 124:5,11 187:19 214:18 245:15 246:11,13 259:10 261:18 advantage 28:8 101:6,8 112:19 159:6 272:4 adverse 97:15 advertisement 139:22,25 advice 187:8 advisory 25:20 99:15 101:13 245:16 246:12 246:14 259:11 261:18 advocacy 51:8,11 52:4 55:20 56:3 56:6 101:14 116:9 117:22 121:21 123:1 229:13 244:7 292:1,18 advocate 103:7 122:21 138:24			
admission 30:19 39:7 47:6 48:5 49:5 102:3 106:8 108:12,13 145:1 151:14 185:17 186:18 208:7 243:16				
admissions 21:1,8 21:12 25:13 27:22,25 28:20 40:20 44:18 94:9 97:17,22 98:2 106:4,12 107:23 108:17 109:2,6 109:25 112:23 114:12,14,17 117:4 118:18,20 118:21 119:20 125:13 127:15 127:15,22 128:7 128:22 129:11 140:23 143:15 143:16,20 151:1 152:13 167:20 168:3,4 170:15 174:8,13 182:19 194:1,18 197:10				

278:15	144:15 145:25	217:10,18	292:24 293:22	143:22 150:22
amendments	146:4 147:4,14	219:19,23 220:7	295:25 296:1,4	155:19 156:11
105:22 128:14	147:17 149:6,15	220:21 221:10	296:20,22,25	190:18 209:7
135:12 146:23	149:17 150:16	221:13 223:18	297:10,12 300:1	225:24 242:16
195:22 213:2	152:17 154:3,17	223:24 224:18	300:25 302:3,14	262:14 280:10
247:14 258:9	155:16,25	225:17,20 227:8	302:23	292:9 295:24
America 4:5	156:12,14	228:15 229:16	and/or 28:12	appalled 39:8
amount 86:1	158:20 161:18	231:9,12,16,20	123:21 254:10	applauding 54:21
87:18	161:20 163:19	231:23 232:1,6,8	angry 125:10	applicable 65:25
analysis 30:22	164:24 165:9	232:11,13,17	Annandale 80:14	70:14 81:15
42:15 47:20	166:7 169:19,20	233:6 234:17	announcement	82:23 85:3
118:6 129:4	170:4,18 171:8	235:17,25	6:24	applicant 70:9
285:18	171:16 172:16	236:22,24	annual 69:16 70:1	164:14 167:24
Anderson 2:4,6,9	172:20 173:16	237:17,24 239:2	71:22 228:7	237:3
2:12,18,20,23	174:22 175:11	240:4 241:17	239:7 240:15	applicants 110:10
3:2,4,6,8,11,15	175:16,17,19	242:12,21 244:3	250:22 251:7,10	129:21 194:2
3:19 4:10,21,24	176:12 177:9	244:18 245:20	251:11 252:12	236:17,18 237:5
5:3,8,14 7:1 8:1	178:4,7,23	246:1 247:12,17	252:17 254:1	238:7,9
12:7,25 13:2,9	181:24 182:4	247:22 248:3,9	255:7,10,14,17	application 27:8
13:20,23,24,25	183:5,22 184:1,3	249:2,9,13,20,25	255:20 261:1	102:4 115:11
14:1,6,18 15:1,6	184:13,18,24	250:8,14 251:13	301:8,22	141:14 166:14
15:9,13,19,25	186:24 188:11	252:7,15,24,25	annually 63:1	166:21 168:9
16:5,9 43:19	188:23 189:12	253:6,16,25	answer 90:11	applications
46:2,7,10,14,17	190:11 191:22	254:3,7 255:25	142:17 149:21	132:18
46:21 51:16	192:1,6,12 193:7	258:5 259:3,9,19	192:10 201:25	applied 58:11
53:22 54:3,4,9	195:14 196:21	259:20,21 260:2	202:9	148:7
54:11,19,23	198:11,14,17	260:6,23 262:13	answered 130:23	applies 117:5
55:11 61:18 62:4	199:3,11,20	263:13,22 264:1	134:8 192:9	apply 36:16 40:25
86:24 89:1 92:13	200:11,16,20,23	264:22 265:1	anticipated 85:23	45:2,5 164:20
94:3,12,13,15,17	201:1,4,13,15	266:2,5,15,21	anticipating 53:19	166:19 167:12
94:19,24 95:20	202:1,8,14,16,18	267:7,9,24 268:3	anti-Asian 23:6	167:17 168:8
95:23 96:2,11	203:8,16,23,25	268:5,7 269:9,23	anti-racism 103:4	174:20 175:24
98:5 100:4,6	204:13,23 205:9	270:5,14 271:17	anti-racist 119:9	applying 139:7
106:17 107:6	205:12,19 206:1	271:21 272:1,8	119:13,16	177:15 237:16
108:19 110:15	206:17,23 207:3	273:4,6,11,18	300:14	apportioned 142:5
111:11,19,22,25	207:6,8,9,13,18	276:15,21	anybody 39:12	appreciate 6:21
112:2 115:24	208:19 209:4,20	277:18 278:8,16	95:19 277:15	9:18 10:6 11:4
116:4 117:12	209:24 210:1,3,5	278:22 279:10	299:5	16:21 17:9 18:7
120:4,10,22	210:7,9,13,15,17	279:23 280:2,17	anyway 159:25	61:23,23 88:25
123:2,6 126:18	210:19 211:6,7	280:19 282:12	224:14 263:2,10	89:10 90:22
129:22 132:21	211:20 212:3,15	284:13 285:25	apart 128:5	92:10,16 120:21
132:23 133:23	212:25 213:11	286:23 287:25	apologize 30:12	121:6,20 129:12
134:4,9 135:2,5	213:15 216:1,7	288:23 290:11	38:20 87:9 94:24	138:21 165:13
138:4 140:8	216:19,22	291:10 292:3,12	94:25 120:4	171:21 193:19

203:11 215:23 218:7 233:10,24 244:15 245:5 254:7 258:3 271:21 276:14 282:16 291:19 appreciated 87:20 291:7 appreciates 294:15 appreciation 51:5 62:13 289:9,12 289:15 appreciative 36:9 135:24 285:9,15 287:11,22 290:4 approach 23:6 63:16 112:9 113:15 114:4 115:9 130:1 133:3 142:21 145:19 164:1 168:25 197:9 approaches 10:1 17:4 113:1 285:7 appropriate 8:15 8:21,23 73:12 130:10 143:23 227:24 253:21 253:23 283:14 appropriately 228:5 appropriation 69:17 approval 20:20 70:10 296:11 approve 266:7 272:24 278:23 280:14 293:1 approved 52:15 92:6 188:6 266:13 300:8 301:12 approving 268:21	approximate 148:4 approximately 73:16 74:2 76:14 76:14,16 77:4,5 77:6 aptitude 109:21 121:19 122:7,15 153:13 195:1 Archer 78:24 Architects 53:9 area 41:4 45:19 55:24 77:15,16 78:1 80:4 85:1,1 140:22 155:15 areas 101:19 argue 23:5 arguments 112:25 Armstrong 79:8 arrive 109:5 arrived 92:25 articulate 10:5 17:8 articulated 199:21 articulating 135:17 artificially 26:14 arts 32:8 124:21 Asian 23:7,8 47:25 aside 88:2 asked 26:1 60:2 165:3 258:13,14 258:16 265:12 267:2 279:22 asking 40:16 90:17 91:19 130:23 156:5 165:25 176:3 179:13 198:12 199:4,15 246:6 286:19 aspects 130:9 aspirational 189:8 195:19 215:16	220:19 224:6 227:18 229:4 244:13 Asra 19:10,11 assess 219:1 assessment 63:23 80:23,24 102:4 179:10 assets 73:1 assigned 68:4 81:8 assignment 136:13 assist 110:4 241:9 assistant 62:6 associated 300:18 Associates 73:8 Association 9:14 16:18 114:1 assumed 251:17 assuming 265:18 265:18 assumption 251:22 athletes 50:14 attacking 104:24 attacks 30:3 attempt 137:16 attend 68:5,14,18 115:23 149:25 150:10 236:16 238:6 attendance 209:21 attending 68:7,11 148:9 150:7 236:15 238:5 239:11 261:5 attention 7:7 22:2 101:21 275:17 attentive 109:22 attract 104:16 attrition 42:14 239:9 241:3 261:4 audience 33:17	audio 1:11,16,19 2:1 35:4 87:12 94:16 95:21 129:17 208:1,5,5 208:19 228:7 302:25 303:5,7 audit 73:9,10 301:2,5,12,16,21 301:24,25 auditor 300:12 August 21:9 authorize 96:7 293:19 295:7 automatically 32:23 165:22 166:25 available 11:20 12:5 18:23 19:7 52:25 64:5,11 124:23 158:4 239:24 261:22 average 66:25 avoid 153:17 award-winning 74:17 aware 43:4 264:4 awesome 61:20 awful 237:2 a.m 298:17 <hr/> B <hr/> B 194:6 back 16:2 25:23 40:16 42:15 61:3 90:24 131:9 140:5,6 187:8 192:4 208:13 209:17 218:17 228:10 241:4 263:7 276:1 283:2 background 38:24 backgrounds 97:10 100:15	107:16 143:9 backlog 74:1 back-and-forth 134:20 bad 227:3 badly 227:4 balance 97:25 106:11 108:16 275:3,4 ban 281:10,12 282:20 Band-Aid 39:4 banning 281:9 286:11 bargaining 34:5 barrier 155:13 176:19,21 barriers 141:10 153:18 154:8 164:3 165:20 176:18 barring 209:14 302:7 base 65:9,11,11 68:5,12 149:25 151:11 154:11 based 47:19 72:9 89:18 108:9 118:10 130:6 138:13 145:16 149:13,24 155:10 159:12 160:13 167:11 167:14 168:22 187:7 208:4 213:22 230:23 baseline 191:13 192:22 basically 232:4 basing 120:15 basis 30:20 133:17 Baslar 48:6 bat 289:23 bear 96:3 211:4
---	---	---	---	--

befall 33:23	112:23 118:9,12	39:9	216:23 224:10	200:2 216:9
began 64:20	120:1 121:25	blank 296:19	226:4 227:18	258:11,16,18
beginning 29:18	122:25 125:11	Blasser 44:17	233:15,17,19,21	259:13
91:2 98:16	125:24 127:9,20	blue 55:3,7 66:20	234:2 239:8,23	bold 102:8
148:16 243:19	129:6 189:4	67:13 69:2 81:11	241:8,8 242:3	bond 69:15,17
275:3,3 281:11	194:19 195:5	81:12	250:22 251:2,8	71:12 72:1 73:22
behalf 34:25 35:15	236:11 284:25	board 1:3,20 2:2	252:3 254:4,24	76:20,21,24
62:12	Beth 51:18	3:22 5:20,21 6:4	255:13,17 261:2	bonds 76:15 77:6
behavior 37:3	bets 28:6	8:6 9:4,17 10:16	261:21 263:25	83:11 88:2
281:15 283:24	better 22:24 27:18	12:1 16:20 17:19	264:6 265:17	bond-funded
behavioral 285:3	105:1 128:8	19:3 20:12,20	266:6,12 269:21	69:18
believe 7:17 11:1	131:3 135:13,16	22:1 27:10 29:9	272:24 273:19	Bonitatibus 101:1
14:8 18:4 26:17	146:12 154:8	30:16 31:5,25	275:11 277:1,20	Bonnie 78:25
29:10 46:11	158:17 177:24	33:13 34:25	278:23 280:13	boost 50:15
53:23 100:16	190:23 284:5	35:15,18 38:18	281:21 284:20	booted 245:2
102:7 119:9,15	291:16,23 298:5	39:5,19 41:18	284:21 286:9,14	Boston 113:8,21
124:25 128:20	beyond 90:18	43:20 46:25	287:10 289:3	Botang 51:7
128:21,24	124:22 131:18	48:19 49:15,21	291:16 293:1,18	bottom 234:1
140:18 157:6,6	194:23 287:11	52:10,15,21	294:2,5,12,15	boundaries 8:10
181:14 199:15	biases 26:12,21	53:17,17 56:9	295:5 296:12,14	boundary 68:3,6
211:16 212:5	28:13,19	58:3,12,16,20	296:16 297:12	84:14
214:21 216:12	big 28:10 91:3	64:23 70:2,23,24	298:1,8 299:9,11	box 61:8
264:19 268:11	162:6 196:15	73:9 76:9 86:15	300:2,21 301:11	Boyd 36:2,4,10
289:17 299:8	275:15 276:11	87:23 92:8,25	301:20 302:6,8	280:25 281:19
believed 26:8	bigger 248:22	93:11,24 94:1	302:18 303:8	287:5 288:6
believes 11:9	billion 76:14 77:4	95:3,6 96:7 97:4	BoardDocs 197:21	289:22 290:7,10
18:12 24:12	77:6	97:21 102:1,16	198:5 199:22	290:18 291:24
178:19	binary 39:21	103:4 105:16	200:8 201:18	292:16 293:13
Bell 28:24 41:25	birth 66:12,14,21	106:7 107:10	205:16,17,20,21	Boyd's 285:9
45:24 115:2	66:23	108:3 111:6,12	207:7 208:17	Brabrand 20:21
126:13 129:16	births 66:16,19	115:8 119:12	209:3,11 211:12	29:16,18 30:10
137:20 144:9	bit 54:6 88:6 99:24	128:17,23	211:23 212:1,2,3	30:15 31:8 48:22
169:11 181:22	116:4 130:4	129:13 130:7,19	212:11 214:9	61:25 62:3,11
Belle 80:14	134:14 156:19	131:17,25	218:9,11 233:20	89:24 91:13,16
belong 170:24	160:5 165:17	132:19 133:5	236:6 265:6	92:8,12 102:15
belongs 169:22	169:4 188:7	137:15 141:12	268:20 269:5	113:2 120:23
183:3 216:9	192:18 196:19	141:13 143:25	272:15	129:18,22,23
246:3 258:10,17	220:12 228:25	146:20 151:5	board's 254:15	141:23 142:17
Belvedere 75:15	249:17 280:4	154:18 167:6	bodies 127:12	159:1 189:25
Benny 57:4	black 23:1,2 26:19	169:4 171:22	body 88:16 97:9	190:10,11,13
best 5:23 10:19,20	38:25 39:25 40:9	183:21 189:2,8	100:14 107:15	192:2,3,4,8
17:22,23 37:9	40:22 47:24	193:2,21 197:23	110:24 111:1	250:25 251:4
42:19 60:6	blackjack 28:4	200:7 201:7	129:13 169:23	254:11 257:6,13
104:18 105:17	blame 34:2,3,3	204:3 207:5	170:24 183:4	257:15,20

289:17 290:2,6 293:19 294:16 295:6 297:4,8,9 300:1 Brabrand's 27:2 28:23 31:4 49:2 120:15 Braddock 78:16 Brae 78:25 brand 289:23 breadth 36:5 286:16 break 11:6 12:22 15:12,18 18:8 26:24 55:21 59:11 60:22 61:9 61:14 209:6 295:21 299:13 299:24 breakdowns 72:24 breaks 93:21 Bren 79:7 brief 98:11 100:7 269:11,15 280:23 300:6 Briefing 92:9 250:25 briefly 55:22 102:14 110:17 140:10,11 171:20 220:1 227:17 237:19 281:18 286:3 brighter 7:12 brightest 194:19 brilliant 40:1 bring 109:19 125:15 134:21 136:1,21 137:25 176:2 194:25 218:15 249:3 262:21 263:3,7 282:7 bringing 90:22	102:15 103:24 122:19 154:15 243:4 257:1 282:19 290:21 bro 55:3 broad 219:11 221:6 222:8 223:15 269:2 broken 83:19 290:16 Brookfield 79:8 Brookings 113:5 brought 113:2 136:22 228:21 284:23 brown 26:19 bubble 54:5 budget 8:9 91:23 91:25 92:5 160:16 162:2 191:7 263:17,20 272:16,20,23 273:2 274:8 275:10,18 278:25 budgetary 159:2 budgeted 73:13 build 37:10 39:23 85:1 110:6 115:16 177:16 288:18 building 72:6,10 82:4 85:1 88:2 100:13 181:8 buildings 72:15 73:6 283:11 built 31:5 36:11 76:1 294:19 bumped 248:11 burden 91:24 163:9 172:9 Burke 65:18 burn 33:5 bus 176:6,19	business 5:24 6:1 8:2,11,24 37:16 86:11,11 103:2 140:6 274:1 276:19 277:4 297:1 businesses 7:9 bust 54:5 busy 157:1 button 295:17 buttons 147:12 279:10 buy-in 23:22 buzz 301:16 <hr/> C <hr/> C 1:23 303:3,18 Cades 34:21,22,22 35:10,12,13 cadre 110:3 calculate 231:5 calculated 64:1 84:13 calculates 186:21 208:10 214:4 call 3:11 6:23 9:6 16:11 31:14 35:7 46:4 53:24 61:25 67:6 86:6 93:14 94:20 95:9 96:24 97:1 107:7 144:17 149:19 150:18 152:2 183:9 184:4 186:5 209:8,13 227:14 235:20 238:1,20 259:15 260:24 262:11 270:15 278:18 278:20 280:6 290:12 292:6 293:15 295:2,20 297:4 300:3 301:1	called 68:7 175:13 259:23 calling 234:20,21 calls 35:24 291:6 camera 31:17 87:9 87:12 111:16 123:5 248:12 262:15 280:10 cameras 116:3 camera's 120:25 campaign 7:6 campus 105:2 candy 43:21,21 cap 110:13 capabilities 26:13 119:25 155:5 capability 153:14 capacities 82:17 capacity 63:5,24 63:25 64:8 70:21 72:2 78:4 80:23 80:25 81:6,13,14 81:15,16,18,19 81:21,21 82:3,11 82:14,15,20 83:2 83:23,25 84:6,12 84:19 85:5,6,11 85:16,17,18,19 85:20,23 102:5,6 141:12 148:10 capital 8:9 52:20 62:1,16,19,21 63:4,9 64:7 69:17,19 71:15 71:24 73:14,25 80:13 82:16,22 84:17,19 capture 98:10 160:14 cards 28:4,5 care 41:16 61:6 299:19 career 294:20 careful 37:18 38:3	135:9 carefully 105:20 294:5 CARES 50:5 caring 105:3 281:24 282:3 285:13 289:24 carried 203:19 carries 152:1 186:4 238:19 262:10 carry 230:10 235:19 280:5 Carson 75:17 case 24:22 53:12 141:17 180:21 267:18 cash 63:9 casino 28:5 catch-all 246:16 cause 88:8 183:3 234:9 235:12 248:13 249:16 caveat 166:16 Cedar 65:18 ceiling 26:14 celebrate 37:5 census 113:20 center 65:17,19,19 65:20,20 79:22 79:23,23 119:13 150:11,11 260:19 303:20 centers 65:15,22 150:3 central 23:18 centralized 37:23 Centre 79:10 Centreville 75:16 79:14 certain 99:7 139:12 219:12 245:8 291:20 certainly 9:25
--	--	---	--	--

17:3 32:9 128:1 129:8 130:18 146:13 150:6 160:25 161:9 172:10 181:21 183:12,20 234:3 252:2 254:20 282:21 287:10 302:14 CERTIFICATE 303:1 certification 5:16 certified 84:1 303:14 certify 5:20 303:4 303:9,12 chair 87:8 96:6 97:3 107:2,9 130:21 152:4 169:22 204:1,12 219:22 231:13 233:4 265:3,19 284:18 285:24 292:7 293:20 294:7 300:16,17 chairman 16:5 62:3 295:7 297:9 CHAIRWOMAN 2:4,6,9,12,18,20 2:23 3:2,4,6,8,11 3:15,19 4:10,21 4:24 5:3,8,14 8:1 12:7,25 13:2,9 13:20,24 14:1,6 14:18 15:1,6,9 15:13,19,25 16:9 46:2,10,14,17,21 53:22 54:4,9,11 54:19,23 61:18 86:24 89:1 92:13 94:3,13,15,17,19 94:24 95:23 96:2 96:11 98:5 100:6 107:6 108:19	110:15 111:11 111:19,22,25 112:2 115:24 116:4 117:12 120:4,22 123:2,6 126:18 129:22 132:21,23 133:23 134:4,9 135:2,5 138:4 140:8 144:15 145:25 146:4 147:4,14,17 149:6,15,17 150:16 152:17 154:3,17 155:16 155:25 156:12 156:14 158:20 161:18,20 163:19 164:24 165:9 166:7 169:19 170:4,18 171:8,16 172:16 172:20 173:16 174:22 175:11 175:17,19 176:12 177:9 178:4,23 181:24 182:4 183:5,22 184:1,3,13,18,24 186:24 188:11 188:23 189:12 190:11 191:22 192:1,6,12 193:7 195:14 196:21 198:11,14,17 199:3,11,20 200:11,16,20,23 201:1,4,13,15 202:8,14,16,18 203:8,16,23,25 204:13,23 205:9 205:12,19 206:1 206:17,23 207:3 207:6,9,13,18	209:4,20,24 210:1,3,5,7,9,13 210:15,17,19 211:7,20 212:3 212:15,25 213:11,15 216:1 216:7,19,22 217:10,18 219:19,23 220:7 220:21 221:10 221:13 223:18 223:24 224:18 225:17,20 227:8 228:15 229:16 231:12,16,20,23 232:1,6,8,11,17 233:6 234:17 235:17,25 236:22,24 237:17,24 239:2 240:4 241:17 242:12,21 244:3 244:18 245:20 246:1 247:12,17 247:22 248:3,9 249:2,9,13,20,25 250:8,14 251:13 252:7,15,24 253:6,16,25 254:3,7 255:25 258:5 259:9,21 260:2,6,23 263:13 264:1,22 265:1 266:2,5,15 266:21 267:7,9 267:24 268:3,5,7 269:9,23 270:5 270:14 271:17 271:21 272:1,8 273:4,6,11,18 276:15,21 277:18 278:8,16 278:22 279:10 279:23 280:2,17	280:19 282:12 284:13 285:25 286:23 287:25 288:23 290:11 291:10 292:3,12 292:24 293:22 296:1,4,20,22,25 300:1,25 302:3 302:14,23 challenge 103:8 115:9 299:18 challenged 41:14 challenges 23:10 72:23 76:3 153:19 157:8,23 274:8 294:14 champion 289:5 chance 24:6 154:2 215:6,19 219:15 224:23 227:11 chances 221:18 change 21:1,7 24:19 66:11 82:18 117:3,4,5 125:12 144:12 145:18 194:3,7 197:4 217:12 220:23 229:3 241:11 247:11 251:15 252:7,19 258:22 265:21 265:25 267:21 changed 20:22,24 70:16 212:9 236:6 271:25 changes 21:12 47:22 48:23 49:5 49:6 80:19 91:18 98:1 102:2 106:12 108:16 118:23 125:16 140:1 196:3,9,15 209:2,9 215:11 226:19 241:12	258:21 259:14 272:25 278:24 300:9 changing 63:13 197:9 character 32:19 192:17 charge 105:15 charity 32:25 charter 22:13 41:10 chat 155:21 chatting 156:19 cheaper 162:14 check 5:5 15:22,24 16:5 53:2 99:5 209:21 checking 13:7,13 14:11,15,16 cheering 54:21 55:1 chemistry 22:23 Chicago 113:16,20 chief 47:21 50:9 50:11 192:25 239:15 261:9,10 child 40:25 43:21 127:23 155:5 childhood 119:5 children 32:16 44:7 105:8 141:3 141:9 145:4 157:4,5 178:17 257:19 299:21 children's 299:22 child's 7:24 choice 25:2 41:19 choose 24:24 41:19 152:12 164:12,21 170:15 185:16 choosing 33:11 chorus 302:21 chose 41:17 90:6
--	--	---	--	--

Chris 44:17	256:7	184:11 197:16	collaboration	82:21 83:13
Christmas 51:23	class 44:21 98:2	202:11 216:14	37:10 285:16	com 99:1
Church 79:1	106:13 108:7,18	216:24 248:21	286:10 288:13	come 3:22 56:16
CIP 53:6 62:4,16	115:12 151:9	264:19	288:16	64:22 138:9
63:1,16 64:6,10	152:13 170:16	clerks 51:18 214:7	collaborative	139:1 164:19
64:19,19 66:1,10	185:17 186:11	climate 105:2	281:20 290:20	167:17 168:13
69:12,13 77:13	186:12 188:17	236:20 238:10	294:24 297:20	209:17 225:13
77:19,25 78:5,12	206:10 207:25	close 29:20 49:16	302:21	234:10 240:20
78:21 79:4,19	208:2 213:19,20	60:19 299:10	collaboratively	241:4 246:25
80:1,18 84:17	217:16,25,25	closed 5:16,22 6:3	290:22	284:20 287:5
86:3,10,17,23	218:1 229:20	6:5 29:21 94:23	collaborator	288:16 294:8
87:15 89:12	230:20,21 233:1	95:3,8 96:10	251:5	298:24 299:18
CIPs 67:1	233:1 234:24	206:24 299:16	colleague 89:7	comes 49:16 148:2
circumstance	239:9,12 261:3,6	closely 192:24	126:23 138:7	165:15
284:2	262:23	closer 33:22 158:9	148:15 233:11	comfortable
cited 22:2	classes 108:10	closings 33:15,24	269:16	138:23 177:22
Citing 44:25	114:16 115:1	clubs 116:25	colleagues 89:23	250:19
citizen 8:3	151:11 186:15	239:13 261:7	99:13 105:20	coming 36:23
citizens 9:3	208:4 213:22	code 5:19 113:24	121:9 122:2,18	40:16 118:3
city 68:16,20,23	230:24	188:20	134:13 136:7	138:3 144:23
civil 104:21	classifications	Cohen 3:2,3 5:6	138:21 139:11	145:22 162:20
clamoring 302:17	9:15 16:19	5:10 6:11 51:16	140:4 145:20	183:16 187:15
clarification 88:20	classroom 75:24	96:12,16,23	146:14 153:2	216:4 283:9
89:13 94:22	298:17	106:21 116:1,2,5	177:6 181:5,10	commend 51:8
133:11 155:18	classrooms 75:14	118:19 122:12	218:6 242:9	comment 166:9
169:21 197:16	75:19,23 82:9,10	151:17 152:19	272:5,19 275:9	comments 8:20
202:15,21	82:12,14 85:21	154:4,6 175:2,3	276:5 281:4	61:24 87:5 111:5
203:11,13	85:22	175:10,12,15,18	285:19 288:9	173:24 290:8
212:23 233:10	clean 53:20	175:21 176:14	291:13 292:15	291:1,5
256:1 258:8	clear 24:21 101:15	185:4,23 186:25	294:8	commitment
263:16,19	140:24 162:2	188:12,14	collect 12:14	21:20 89:10
clarified 99:12	186:8 187:5	209:24,25	collecting 237:21	189:3 242:3
clarify 98:14	202:1,6 206:15	217:20 219:20	collective 34:5	257:8 275:12
130:22 144:20	226:10 227:4	219:22 227:16	297:16	289:19 294:7
147:15,19 149:4	230:17 254:15	228:16,17	collectively 294:12	297:17
155:22 157:7	266:6 269:22	229:23 233:12	college 129:11	committed 9:21
174:5 183:10	277:9	235:1,21,22,23	143:17 194:1	16:24 100:13
213:7 233:12	clearly 20:17	236:5,25 237:2	colleges 114:1	284:24
264:15,16	23:14 44:21	238:16 262:7	129:8	committee 25:20
clarifying 88:13	47:20 48:8 134:8	271:1 279:3	color 32:18	70:6 71:20 99:15
99:21 165:13	140:12 168:2	286:2,24,25	column 81:11,12	99:16 239:21
259:25 267:11	205:8 224:9	293:7 295:15	82:24 83:3,7	245:14,16
clarity 141:23	Clearview 80:15	cohort 217:17	84:8	246:10,14
164:15 180:22	clerk 9:5 184:10	coincidence 32:2	columns 81:23	259:11 261:17

261:19 300:3,4 301:2,5,22 committing 73:4 132:14 189:2 common 10:13 17:16 50:20 57:19 communicate 285:2 communicated 90:10 173:11 communication 10:10 17:13 37:3 37:9 90:4 236:13 238:3 246:23 283:24 communications 90:9 communities 7:10 139:13 141:7,8 177:20 289:20 290:1 community 11:14 11:20,23 12:11 13:12,17 18:17 18:23,25 20:7 23:22 24:3 31:1 31:9,12 35:22 42:17 43:4,4 55:17 56:7 58:4 58:21,21 60:21 61:14 74:21 76:20,25 90:12 111:3 114:19 117:19,23 118:4 122:24 124:10 125:8,9 126:3 128:5 137:1,25 143:1,7 239:19 240:23 241:9 246:9 257:18 260:9 261:15 281:2,21 282:19 285:12 286:6,18	289:2 290:21 291:15,25 297:18,22,24 298:12 302:20 comparable 119:6 compared 24:17 compares 66:15 compassion 299:20 compassionate 283:21 compelling 113:9 compete 164:7 competent 26:4 competing 189:6 competition 24:2 competitions 24:11 competitive 39:22 136:14 compiled 53:12 complain 105:5 Complaints 8:13 complete 175:12 181:13 278:18 completed 63:25 80:3,12 301:11 completely 56:25 148:14 compliance 5:17 complicated 227:25 comply 5:18 component 98:20 99:6 100:22 159:22 169:25 237:22 288:12 components 72:11 161:3 comprehensive 113:11 compromise 129:14 153:9 computer 25:17	59:13 111:17 147:18 con 120:16 146:22 concept 220:12 concepts 215:21 concern 169:3 190:21 218:7 233:14 256:21 259:2 277:2,10 concerned 127:1 143:1 190:20 197:13 215:4 234:11 concerning 48:16 48:18 concerns 4:17 10:5 17:8 35:23 36:6 126:23 129:5 214:13,25 215:1 234:5 253:14 255:24 257:1 277:15 285:11 concerted 90:23 91:3 conclude 137:23 concludes 53:23 86:22 concrete 30:21 53:3 conditions 63:13 63:23 70:8 96:10 conduct 8:22,23 conducted 73:7 114:11 237:9 configuration 84:24 confined 161:6 confirm 4:19,24 89:18 95:6,19 120:13,20 147:11 198:2 199:23 258:12 confirmation 90:4	91:23 95:2 confirming 94:23 conflict 40:6 conflicts 300:8 confused 156:11 187:9 222:7 264:20 confusing 200:25 confusion 202:3 249:17 264:5 267:16 congratulate 59:9 congratulations 54:13,22 55:2 61:19 connect 12:15 connection 5:7 6:19 8:19 87:10 connectivity 236:2 248:13 262:15 280:11 conscience 138:23 consensus 294:6 consent 265:13 267:3 295:21 296:5,10,16 300:21,22 conservation 74:20 consider 105:21 161:2,15 191:10 248:7 267:18 considerably 72:8 75:4 consideration 37:17 152:15 160:15 161:12 185:19 203:7 204:11 211:24 considered 6:4 41:2 42:24 127:23 130:17 165:21 246:17 considering	198:20 280:23 consist 75:19 consistent 105:3 120:6 212:10 consistently 30:11 consisting 104:3 constant 30:3 50:17 81:16 constituents 116:6 243:15 284:24 Constitution 29:11,12 construction 63:5 64:8 71:5,8,10 71:23 76:5 77:12 77:18,24 79:16 79:19 82:12 83:1 83:6,20 consult 128:2 257:9 consultant 25:19 consultants 40:24 consulting 47:16 contact 43:9 45:16 contains 120:17 content 32:19 context 233:14 234:8 continually 243:10,17 continue 9:19 10:11 16:22 17:14 36:19 51:1 51:11 58:23,23 76:4 89:9 102:25 103:7 105:11 122:13 179:12 196:4 197:10 210:23 214:25 226:21 249:25 250:9 263:4 264:5 275:18 290:2 297:19 298:10,11
---	--	--	--	--

continued 10:24 18:2 55:1 237:7 297:15 301:12	218:17,22 219:2 219:4 263:5 268:24 275:18 287:6 288:5	208:4 213:22 230:24	country 26:20 27:16 112:24 127:20	134:9 154:1 160:22 181:14
continues 10:15 17:18 97:8 100:23 107:14	convincing 30:21 283:17	corner 79:8 103:10	county 1:3 3:21 5:21 21:6 23:1,3 23:12 24:18 25:15 26:20 34:23 35:14 41:7 44:23 52:5 55:17 57:20,22 59:10 64:22 68:16,19 68:23 69:22 70:2 70:4,23,24 71:1 71:15,21 74:9 75:6 80:2,5 83:12 88:7 93:13 94:2 101:19 102:19 103:11 109:11 112:8,17 112:18 115:23 118:2 122:17 128:9 142:3,23 145:5,7 148:5 157:24 161:4 186:13 188:10 189:7 208:3 213:21 219:9 221:18 222:17 230:22 260:17 274:7,7 297:18 297:22 298:3,7 298:12 299:12	courses 22:22 119:6 155:6 courtesy 272:6 cover 71:8 198:6 covered 228:6 COVID 11:21 18:24 34:2 64:14 93:5,6 263:1 COVID-19 63:14 80:20 82:1 co-founder 40:12 40:14 crazy 33:25 create 24:2 52:19 91:9 created 124:20 274:24 creates 24:2 26:22 creating 41:5 62:24 155:13 174:7,18 176:16 176:16 creative 92:23 credited 289:18 crew 13:15 crews 14:16 crisis 36:17 criteria 98:24 167:14 170:13 179:14 critical 11:6 18:9 72:5 159:21 288:12 criticism 276:6 Crossfield 78:25 CRR 1:23 303:3 303:18 CSR 1:23 303:3 303:18,18 Cub 79:9 cultivated 294:23 culture 101:23
contract 10:13 17:16 29:15 49:2 293:18,20 294:6 294:11 295:6,8 297:14	Cooper 78:18 149:2	cornerstone 39:11 39:14		
contracted 274:23 285:23	cooperation 114:20	correct 46:10 49:11 89:20,21 102:18 121:2 137:16 142:18 159:8 164:21 168:19 192:19 192:20 199:19 203:23 220:5 226:2 258:15 266:11,14,15 270:8 271:15		
Contractor 303:19	Corbett 2:18,19 6:12 13:23,25 14:1,3,22 15:21 15:23 87:7,8 88:22 89:2,8 96:19 106:20 111:14,15,21,22 111:23 112:1,3 115:24 144:16 144:19 146:7 151:16 154:20 154:21 174:3,4 174:22,24 175:9 176:12,14 185:3 185:22 189:13 189:14 190:16 190:19 191:24 192:12,16 193:4 209:22,23 220:10,15,17 229:24 235:1 238:14 240:5 241:18,20 259:19,22 260:4 260:5,8 262:4 271:1 276:16,17 277:11,12 278:1 278:17,20 279:19,21,24 284:16,18 285:25 293:9 295:14	Correction 184:21 correlation 44:22 corresponding 83:17 corrupted 33:9 corruption 21:18 40:7 cost 71:9 73:4 75:10 159:3 160:18 181:2 183:18 costing 76:8 costly 165:16 costs 72:23 274:20 300:18 cost-savings 172:10 council 73:3 300:12 counsel 120:12 133:15 228:3 287:21 303:9 count 21:6 28:5 251:2 counter 140:19 counting 28:4 157:19		
contracts 52:13 contribute 160:24 contributes 75:4 contributions 70:8 71:1 controversial 300:15 convene 5:22 convening 6:3 conversation 57:3 58:1 98:15 99:23 99:24 104:19 136:25 137:6 218:8 224:23 225:6,14 226:4 243:19 251:3 263:7 277:24 conversations 58:3 99:4 104:21 118:8 134:20 177:13 215:20				
	core 64:5 108:9 151:11 186:15		County's 23:6 county-wide 131:1 131:13,21 133:17 142:15 142:19 couple 95:24 134:1 196:18 255:8 283:8 coupled 113:11 course 11:18 18:21 22:21 39:2 46:13 60:9 63:22	

105:4 281:25 282:4 285:13 289:24 294:24 cure 32:10 current 22:8 33:15 41:8 43:2 44:18 51:5 52:18 63:2 73:17,25 140:21 144:25 166:11 166:17 167:4 183:12 224:4 269:4 currently 73:18 82:11 83:5 130:24 166:19 167:8 199:17 270:8 301:16 curricula 27:19 curriculum 25:18 123:24 124:7 cut 208:19 250:3 cycle 72:10,21 73:2 76:24 77:8 83:16 128:22 152:13 170:16 185:17 188:3 189:20 191:7 cycles 73:24 188:5	237:21 243:8,24 245:8 275:25 277:22 278:11 281:16 database 43:8 45:14,21 data-driven 128:25 date 90:10 127:6 dates 37:21 daunting 41:13 Davis 65:19 day 19:13,18 32:17 33:21,22 41:15 88:5 93:15 136:3,20 157:4 157:13 176:5 181:6 303:14 days 204:20 273:14 274:6 deadline 283:5 deadlines 38:5 deal 276:11 dealing 56:15,17 150:2 dealt 56:14 debating 100:8 decades 23:15 27:12 102:18 127:10 decade's 127:13 December 1:13 3:20 5:22 86:9 90:14 97:5,22 106:8 107:11 108:3 120:16 151:5 275:16 301:6 decide 29:14 215:14 294:12 decided 228:11 decision 47:5,6,15 47:19 48:21 49:10 54:14	105:11 117:24 118:9 144:6 211:8 255:21 280:1 decisions 28:21 129:1 137:16 167:9 169:17 decline 63:19 82:1 declined 66:24 deconstruct 257:5 decorum 8:21 decreased 65:1,5,6 65:8,9,16 66:2,3 67:15 69:6 dedication 178:15 298:8 299:20 deem 68:4 73:17 deemed 67:8 deep 51:4 215:20 224:24 277:10 289:8 deeper 9:23 17:1 125:8 deeply 294:15 defend 24:21 228:25 defer 183:24 define 222:3 defined 26:14 definitely 27:23 181:20 193:3 229:1,12 269:17 289:22 degree 32:5 36:9 deliberate 37:1,24 109:17 deliberated 294:5 deliberation 112:10 delight 37:2 delineated 11:3 18:6 deliver 8:20 demand 41:3	demographic 44:23 demonstrate 194:13 demonstrated 48:3 155:5 275:11 289:24 demonstrates 47:21 demonstrating 288:7 denied 48:4 department 21:9 22:9 47:10,11 124:19 280:25 departure 103:1,2 depend 63:20 depending 196:10 275:5 depth 36:5 Derenak 2:16,17 6:7,9 96:20 106:22 120:9 123:3,4,7 126:18 126:24 151:19 185:6,23 191:4 210:1,2 230:6 235:7 238:16 245:3,5,22 246:1 246:7,21 247:6,9 247:25 258:25 259:2,7 262:7 271:5 273:5,6,11 273:13 279:2 290:14 291:11 291:12 292:4 293:10 295:13 describe 68:9 133:19 described 110:13 164:16 deserve 117:20 deserves 275:17 deserving 137:9	design 81:13,14,15 81:16,19 82:13 82:15 83:23 85:19,23 designated 150:5 150:12 designing 53:10 desire 49:8 112:14 112:14 119:25 121:16 126:6 143:5 194:13 257:8,25 269:16 275:12 desired 41:24 265:19 desires 118:2 desperately 222:9 despised 40:15 despite 32:6 57:20 212:9 destroy 19:25 123:9 126:7 destroyed 21:15 destruction 34:6 detail 100:2 detailed 35:20 273:2 279:1 280:15 293:3,21 295:9 detailing 119:4 details 10:1 17:4 37:18 192:13 determination 42:18 195:9 determine 149:12 222:12 determined 77:17 77:23 develop 35:19 285:10,17 developer 25:19 developing 45:14 75:21 development 43:6
---	--	--	---	--

D

daily 10:8 17:11
danger 30:5
dangerous 37:6
dashboard 10:23
18:1
dashboards 64:12
data 10:22 17:25
22:8 25:4 30:20
30:21 42:16
47:20 63:3
109:15 123:11
129:3 191:13
192:22 195:24
196:11,14

44:13 45:18 48:17 70:16 88:6 285:5 developments 93:19 Deverakonda 21:24,25 de-escalate 283:25 dialogue 223:25 difference 7:24 67:10 68:9 126:17 157:18 219:15 221:2,5 different 59:3 68:5 68:6 98:19 114:21 124:15 130:20 134:15 135:19 137:17 161:3 196:19 197:25 199:21 199:25 202:5 215:21 238:25 241:12 243:14 250:4 255:8 264:17 269:17 differential 89:17 differentiated 124:8 differently 131:14 difficult 59:23 91:13 136:25 138:8 160:10 224:22 227:20 284:19 291:18 difficulties 96:3 190:15 digress 253:9 diligence 241:10 diligent 140:3,4 146:16 direct 45:17 97:16 106:3 107:22 150:24 195:9 200:6 201:6	204:2 239:6 250:21 259:18 260:25 directed 8:15 44:12 165:4 183:21 directing 173:8 197:22 223:2 256:23 direction 37:23 102:8 115:17 169:15 directly 32:4 62:6 director 286:7 directs 221:23 239:23 261:21 dirt 38:25 dirty 21:14 disadvantage 101:5 disadvantaged 32:23 44:9 disaggregating 281:16 disagree 104:15 disagreements 10:3 17:6 disappointed 116:8 282:22 disappointing 257:17 disappointment 256:9 disaster 29:24 disconnects 90:25 discourage 40:24 discover 20:10 discrepancy 205:10,11,12 212:6 discuss 300:17 discussed 6:4 95:7 96:10 211:15 218:13,18 265:5	267:8 300:13 discussing 52:5 57:1,15 64:20 203:5 208:16 212:18 269:24 270:10 discussion 27:6 53:10 109:4 132:4 203:2 209:12 213:4 265:18 discussions 153:3 dishonesty 31:2 dismantle 119:22 dismayed 138:1 141:5 disparities 39:10 125:18 157:24 disparity 136:16 distancing 64:4 distant 29:23 30:1 distorted 95:21 distortion 129:17 208:1,5,6 228:7 distracted 146:25 distressed 38:25 district 88:4,21 109:18 112:5 141:4 145:10 179:8 districts 92:1 ditto 188:14 dive 215:20 224:24 diverse 97:9 100:13 107:15 107:21 110:24 127:18 diversify 239:17 261:12,13 diversity 20:15 27:21 39:22 42:25 48:2 49:1 49:7 110:2	113:17,18 114:2 114:6,15 115:1 123:19 125:3 131:3 138:18 142:2 145:22 177:4 194:22 239:9,22,25 246:25 254:19 261:3,11,20,23 divided 81:7 division 67:9 74:24 75:11 105:17 118:11 163:8 164:10 294:3 297:25 divisions 29:22 division's 132:17 Doc 250:12 document 43:15 92:17 150:21 250:4 documentation 296:13 documents 86:3 121:24 doing 15:22 23:22 33:1 55:20 56:3 56:8 58:14 60:5 60:6,17 74:5 103:4 109:2 115:7 117:9 128:11 129:25 131:18 159:2,11 160:14 162:24 163:9 187:10 189:4 195:1 226:16 227:6 236:11 244:12 255:4 281:6 289:15 290:9,20 dollar 274:15 dollars 40:2 275:21 door 43:23	Dopico 1:23 303:3 303:18 doubled 30:8 doubling 145:6 doubt 128:6 176:6 doubts 103:18,22 DOWNLOAD 1:16 downstairs 15:23 Dr 7:1 13:23,25 27:2 28:23 29:16 29:16,18 30:10 30:15 31:4,8 32:20,21 36:2,4 36:10,12 42:8 43:19 44:17 46:7 48:6 49:2 50:10 51:16 54:3 55:11 61:25 62:11 89:24 91:13,16 92:12 94:12 95:20 100:4 101:1 102:15 106:17 113:2 120:10,15,23 129:18,22,23 141:23 159:1 169:20 175:16 178:7 189:25 190:10,11,13 192:2,3 202:1 207:8 208:19 211:6 231:9 232:13 251:4 252:25 254:11 257:6 259:3,19 259:20 262:13 263:22 280:25 281:19 285:9 287:5 288:6 289:17,22 290:2 290:7,10,18 291:24 292:16 293:13,18
--	--	---	---	--

294:16 295:6,25 297:4,8,12 300:1 drag 277:6 dramatically 47:24 Dranesville 79:9 291:4 drastically 22:18 draw 289:12 draws 299:10 dream 32:16 drive 26:21 drop 11:22 18:25 33:8 89:16 dropped 30:7 drove 243:11 due 33:24,25 64:1 68:21 80:20 81:1 81:21 82:1 85:13 241:10 262:25 Duke 127:16 Dunn 79:22 88:8 88:14,15 duty 29:13 dwell 39:16 dynamic 86:7	59:21 60:3 87:21 155:7 179:18 echo 89:6 286:25 289:11 economic 63:22 economically 44:8 ecoschools 74:16 ed 143:10 292:18 292:21 edge 236:1,5 edible 74:18 edit 211:17 educate 12:4 19:6 33:17 educating 118:1 education 9:14 16:17 20:13 21:3 21:10,20 22:9 25:18 30:24 32:12 34:24 35:15 36:6 47:11 49:6 65:13,13 66:5,7 74:23 97:9 107:15 124:13,19 281:2 282:6 298:6 299:22 educational 40:15 41:6 239:17 261:14 294:20 educators 28:13 effect 197:7 effective 72:13 106:12 108:17 114:4 204:4 effectively 181:19 effects 28:20 efficacy 27:15 efficiencies 75:5 efficiency 53:20 efficient 72:14 277:19 efficiently 41:17 181:18	effort 31:8 90:23 91:3 290:20 efforts 40:6 52:18 62:13 109:14 110:5 124:9 143:19 177:14 191:19 237:11 239:12,16 258:2 261:6,11 291:9 eight 34:17 49:21 65:10 Eileen 51:19 either 31:25 50:23 71:10 129:11 131:8 254:10 255:20 256:16 electrical 72:12 electronic 1:12 72:12 element 43:16 177:17 elementary 25:14 26:5,17 44:7 45:5 48:11 50:5 52:7 65:4 75:15 75:16,17 77:15 77:16,21,22 78:13,15,16,17 78:17,22 79:1,6 79:12,18,21 80:5 80:9 83:23 84:10 85:2 88:3,18 115:20 116:21 119:8 123:24 124:2,6 184:17 191:2 298:21 elements 43:3,13 63:15 114:24 eligibility 167:14 eligible 99:10 108:12 130:16 151:14 152:8 158:14 165:22 167:16 170:12	179:6 185:13 186:17 204:4,9 205:5 208:7 213:24 231:1 eliminate 47:5 110:13 152:15 165:20 176:19 185:19 204:10 eliminated 11:24 19:2 115:10 eliminating 154:8 155:12 176:17 elite 113:23 elitist 124:12 ELL 143:10 Ella 34:9,12 elucidate 223:23 embarrass 54:6 embrace 39:23 103:5 emerge 219:12 emissions 75:2 emotional 126:5 176:21 emphasis 43:16 281:15 employed 303:10 employees 8:14 9:16 16:19 30:4 274:23 enact 102:2 112:12 encapsulates 241:24 encourage 7:15 12:2 19:4 111:6 140:3 145:20 encouraged 37:7 encouraging 176:24 ended 29:24 136:13 265:23 302:25 ends 81:4 271:9	energy 52:22 53:4 53:11,21 74:20 74:23,24 76:4 engage 12:16 91:5 109:12 125:8 277:23 engaged 42:17 93:18 287:2 engagement 114:19 236:21 238:11 289:25 300:14,18 301:24 engages 179:8 Engineering 73:7 enhance 101:23 239:16 261:11 enhancement 78:4 81:18,22 83:2 84:6 85:18 enhancements 63:5 64:9 enhancing 218:25 enriches 97:11 107:17 enrichment 27:17 43:17 239:13 261:7 enroll 110:22 enrollment 27:6 30:6 80:7 89:14 89:16 90:2,5,13 90:19 91:12 92:2 ensure 7:12 11:12 12:15 18:15 58:25 72:11 97:6 107:12 110:1,18 112:15 113:19 115:18,21 131:9 191:1 221:16 258:18 282:3 283:12,25 ensures 285:12 ensuring 36:14
---	---	--	---	--

113:18 114:5 115:22 145:21 152:24 153:20 284:25 entering 67:6 98:3 106:13 108:18 262:23 entire 110:25 189:7 258:16 297:12,22 302:20 entirely 138:1 entrants 110:2 entry 45:12 environment 97:12 107:18 109:22 127:24 161:6 162:12 174:19 239:17 261:14 environmental 52:4 74:7,8,11 74:16 environments 120:2 epic 33:22 equal 23:11 24:6 44:19 45:3 188:1 equally 39:3 equip 71:9 equipment 71:5 71:13 283:14 equipped 283:22 equitable 194:10 217:15,23 220:24 221:5,11 221:16 222:12 222:24 223:7,9 223:12 224:6 225:2,4 229:18 232:25 234:22 equitably 161:4 equity 27:12,21 28:15 41:12,20	48:1,4 49:7 112:15,16 115:18 192:25 222:24 226:6,15 227:21 239:15 260:21 261:10 equivalent 69:10 eradicating 119:16 erode 39:6 escape 179:20 especially 44:15 93:3,18 104:20 177:20 187:22 263:8 281:25 285:21 290:4 292:15 essay 99:8 108:11 151:13 152:5 154:11 161:8 164:9 174:11 177:1 180:14 181:3 183:15 185:11 186:16 199:5 205:3 213:23 230:25 266:8 essays 28:18 159:17 essential 93:16 117:25 119:17 essentially 153:18 157:12 159:9 establish 108:5 151:7 186:9 193:1 207:23 213:16 216:15 217:14,23 229:18 230:19 231:17 232:24 234:22 287:3 established 45:16 establishing 115:14 191:12	estimated 85:25 estimation 160:4 etcetera 156:7 159:17 eternally 60:17 ethnic 97:25 106:11 108:15 evaluating 138:13 159:20 evaluation 66:10 98:23 139:7 evening 2:8,9,17 3:15 9:10 16:15 21:25 31:22 34:22 35:13 42:7 46:24 49:15 62:17 105:20 195:21 234:12 234:16 243:12 243:21 297:14 302:9 evenings 167:18 evening's 154:25 event 42:22 eventually 11:24 19:1 everybody 117:8 121:23 123:5 160:14 164:25 180:19 181:9 213:16 227:10 275:19 277:7 282:8 288:21 302:13,17,23 everybody's 235:12 276:25 everyone's 173:3 everything's 165:16,17 evidence 113:10 evidence-based 37:19 ex 181:2 exact 44:21 195:3	exactly 33:1 150:14 164:23 201:24 241:1 244:10 247:22 288:19 exam 164:20 167:25 168:2,14 170:2 171:5 172:5,12 174:13 180:24 examine 138:16 example 20:2 24:23 31:4 83:22 148:20 286:9 291:14 exams 169:9,10,14 184:16 exceed 10:24 18:2 excel 24:12 excellence 41:13 41:20 Excellent 88:22 exceptional 54:16 excited 148:17 281:8,12,14 excitement 177:16 exciting 54:23 92:16 exclamation 26:3 execute 96:8 293:20 295:8 exempted 5:25 exercise 241:10 exhaustive 240:23 exhibit 153:13 exhibits 219:7 exist 57:18 126:12 existing 75:24 186:20 208:9 214:3 231:4 exists 33:17 129:20 140:20 Exp 303:18 expand 100:19	116:10,20 117:7 248:23 expanding 154:7 expansion 101:2 expect 11:21 18:24 194:17 242:6 289:16 expectancy 72:10 expectations 26:13,21 256:8 expected 8:20 75:8 136:12 expecting 164:3 expenditure 86:1 272:25 278:24 expenditures 74:25 84:20 85:25 expense 32:8 160:19 expenses 160:17 experience 42:20 57:19 108:11 113:12 114:15 127:14 151:13 186:17 208:6 213:24 230:25 242:23 experienced 28:12 experiences 97:11 107:17 111:2 136:5 experience/lesson 42:22 experts 103:1 128:2 257:10 expiration 204:6 expired 134:1 explain 129:19 explicit 112:13 exploited 44:3 exploration 204:7 exploring 173:9 exponentially
--	--	---	--	--

163:7 express 112:13 289:8,15 expressing 241:9 267:15 extend 51:4 54:13 294:13 297:14 extended 10:14 17:16 49:3 285:22 extension 29:15 extensive 226:3 294:19 extent 137:14 external 160:3 extracurricular 119:7 124:1 extremely 41:22 55:18 59:1,24 74:12 138:8 143:17 152:23 181:12 289:6 eyes 98:21 e-mail 19:19 50:23 216:23 238:24 251:1 e-mails 20:9 50:12 53:17 291:5	fact 20:10 48:24 62:21 76:6 99:2 101:7 123:12 129:12 139:20 148:13 263:1 265:5 factor 137:13 208:6 factors 63:21 66:9 108:12 113:13 151:13 186:17 213:24 231:1 facts 49:4 faculty 20:6 fail 33:7 failed 20:4,5,6 23:14,15 30:10 failing 30:8 41:8 fails 107:1 failure 30:1 failures 124:9 fair 41:6 44:19 187:24,25 188:9 298:17 299:3 Fairfax 1:3 3:21 5:21 9:13 16:17 25:15 26:20 34:23 35:14 41:7 44:23 52:4 55:17 59:10 68:15,16 68:19,20,22,23 69:21 70:1,22,23 71:1,15 74:9 75:6 83:12 103:11 109:11 112:17,18 118:2 148:5 186:13 208:3 213:21 230:22 297:18 297:22 298:3,6 298:11 299:12 Fairfax/Oakton 77:14,14,16 88:18	faith 7:10 10:12 17:14 faithfully 29:13 faith-based 41:10 fall 98:3 106:13 108:18 204:5 Falls 79:1 false 39:21 familiar 153:17 177:23 273:15 families 20:6 28:1 30:5 37:8,11 90:3 105:6,9,15 111:8 129:9 167:17 172:9 236:15,18 238:6 238:8 243:15 288:8,10 289:5 291:17 299:11 299:12 family 105:13 236:12 238:3 fan 290:21 fantastic 122:10 290:7 far 10:25 18:3 59:10,22 60:12 70:24 173:15 194:15 fashion 102:9 fast 33:5 faster 50:6 fatal 45:12 Fatimah 52:2 fault 141:9 favor 6:8,20 96:14 106:15 151:15 164:1 179:22 180:15 184:19 184:25 185:21 229:21 231:8 234:25 238:12 259:17 262:2 270:19 279:2	293:5 295:4 favorite 92:20 154:25 Fax 303:22 FCE 40:21 FCPS 1:20 2:2 7:20 9:16 16:19 26:4 29:9,21 30:2,4,4 33:17 34:3 35:19 36:3 37:14 40:3,19 44:25 45:5,9 48:10 50:21 51:12 52:12,19 60:10 63:1 65:9 65:11 68:15,18 68:24 74:12,23 75:25 76:1,3 90:5,7 105:10 110:21 119:13 123:14,14 127:25 140:1 160:1 164:5 237:15 274:12 294:14,20 297:21 303:8 FCPS's 143:19 FCPS.EDU 7:22 FEA 10:15 11:9 12:1 17:18 18:12 19:3 fear 125:19 135:14 feasibility 52:22 features 298:2 February 86:16 fee 33:20 102:4 115:11 141:15 feedback 15:20 36:1,10 87:1 feeders 85:3 feel 105:22 117:8 130:9 169:3 215:5 225:24 226:3 228:24	229:5 275:11 282:21 286:9 feeling 243:7 fellow 111:6 241:8 felt 58:2 116:11 FEMALE 12:24 54:10 95:20 107:2,5 231:9,11 232:13 242:19 242:20 fewer 115:4 172:2 fidelity 124:4 fiduciary 182:16 field 71:18 257:10 fight 33:2,4 fighting 157:3,4 figure 162:13 176:7 223:13 file 1:16,19 2:1 filing 89:19 fill 156:5,6 filling 174:9 final 45:25 51:18 73:6 188:8 256:21 finally 38:10 60:19 137:19 219:5 242:22 299:7 300:19 Finance 70:6 financial 38:3 105:7 274:25 financially 303:12 Financing 71:20 find 10:13 17:15 33:16 58:7,23,24 59:5 61:2 122:21 129:13 133:1 141:17 148:23 189:5 295:5 296:3 finding 50:20 93:6 105:1 135:21 253:22 282:25
--	---	---	--	--

F

face 23:10 34:5
49:4
faced 294:14
faces 58:13
facilitate 75:12
facilitating 44:12
facilities 62:7 63:2
64:11 72:17,18
93:8
facility 53:5 63:24
73:7 80:6,23,25
82:21
facing 56:9 135:18
275:1

203:14 213:14 254:5 296:1,20 finest 107:19 finish 35:7 175:15 207:15,19 finished 31:16 256:1 fire 33:4,4 first 9:8 11:5 16:12,13,13 18:8 29:25 30:9,24 32:3,7 62:18 81:11 82:24 87:14,22 98:17 101:18 120:11 123:7 165:11 166:24 174:4 181:16 228:19 235:15 240:14 248:19 250:16 250:20 292:19 297:11 firsthand 289:4 first-time 236:17 238:8 fiscal 64:6 71:18 83:17 86:1 273:1 275:12 301:7,23 fit 137:10,11 five 66:17 75:14 78:12,22 80:8 172:6 176:1 230:2 278:8 five-minute 12:14 12:19,22 five-year 63:9,17 76:12,13 77:13 77:20,25 78:5,12 78:21 79:5 fix 20:10 21:13 flag 4:4 fleshed 182:13 flexing 105:7 floor 54:24 165:11	170:23 303:21 flooring 75:20 flow 63:10 Floyd 20:23 fly-by-the-seat-... 229:11 focus 25:25 37:12 focused 44:5 146:25 194:24 focuses 7:6 64:7 FOIA 20:8 folks 13:17 120:5 134:21 136:3 150:22 153:3 157:9 165:25 173:17 180:2 187:9 195:13 209:4 211:14 219:10 220:11 230:16 238:22 242:16 249:13 268:7,7 287:4 follow 15:10 132:10 138:6 142:10 166:13 179:1 183:12 195:17 200:21 228:2 243:2 followed 4:2 116:1 117:13 120:9 126:20 134:10 193:17 195:15 227:15 following 12:17 122:9 160:13 188:7 189:2 283:10 follow-on 115:16 155:1 161:22 178:14 186:8 235:21 238:21 262:21 263:6 follow-ons 128:14 146:15,23	follow-up 37:22 86:12 302:1 food 274:9,20 foot 53:5 75:3 footprint 75:3 force 71:18 97:15 107:21 forced 11:8 18:11 forecasts 29:25 foregoing 303:4 Forest 78:24 forever 33:13 forget 60:1 forgot 213:13 forgotten 21:19 form 37:3 124:12 135:19 174:10 formally 77:17 88:15 233:19 former 51:6 127:14 234:5 282:6 forms 156:5,6 formulating 53:3 forth 81:3 162:1 182:11 187:8 fortunate 76:19 forward 10:16 17:19 20:16 42:21 51:15,24 58:11,18 59:3 60:21 61:12 92:23 102:16 105:19 111:9 119:19 122:1 123:17 125:11 125:24 135:12 135:25 136:23 138:3 143:21 146:13 148:25 163:3 167:13 196:4 224:11 243:4,8,21 244:11 260:13	260:14,15 275:6 282:7 294:25 297:15 299:3 forwarded 217:4,7 Foster 133:9,13 223:21,24 224:1 233:3,4 fostered 163:3 fostering 93:23 fought 156:22 found 57:25 113:9 114:13,23 founded 22:13 four 26:2 32:16 43:2 190:2,25 230:2 249:7,8 262:16 275:15 278:4 289:3 four-day 34:6 Fox 78:16 frame 63:9 190:10 262:24 Franklin 79:12 frankly 195:8 274:3 284:21 fraud 31:5 301:13 free 14:18 24:17 24:17 212:20 freeing 71:25 freeze 174:21 frequently 66:12 freshman 22:18 22:21 42:9 47:2 115:12 friendly 247:10,13 250:17 258:3,9 Frisch 3:4,5 6:10 96:16 103:14,15 105:24 106:17 151:20 177:10 177:11 178:4 179:16 185:7,23 188:25 189:1 202:15,18	203:12,14 210:3 210:4 229:24 235:1 238:13 242:25 244:4,5 247:13,15,21 254:2 262:4 270:24 279:3 288:1,2 293:8 295:14 300:4,6 300:25 Frisch's 289:11 front 43:22 55:15 129:1 170:7 171:23 180:3 184:6 205:2 248:25 260:19 269:18 frontload 125:4 Frost 78:18 fruits 191:19 frustrated 181:12 fulfills 23:23 full 44:1,2 180:2 189:22,22 300:21 fuller 260:21 fully 82:4 177:8 189:9,16,18 191:6 220:6 full-time 116:23 fund 40:8 43:12 44:3,5 69:22 71:7,8,12,16,23 275:21 fundamental 66:9 funded 44:4 73:19 76:15 77:5,18 78:10 79:15 83:10 88:9 191:6 funding 44:5,11 62:24 63:10 69:12,13,15 71:5 71:12,14 72:1,18 73:21 76:12,13
--	---	--	--	---

76:24 78:3 83:8 83:8,15 84:20 85:24 87:25 88:17,19,24 funds 40:17 50:4 69:19 71:16 further 39:16 125:9 136:2 166:11 167:23 188:8 206:13,19 264:15 265:18 303:9,12 future 26:15 51:12 56:22 58:11 62:25 63:4,18,21 76:6,10 81:19 82:20 85:1 86:1 110:10 224:12 244:15 276:2 297:3 futures 7:12 FY 278:25	George 20:23 Georgetown 127:14 Georgia 22:4,8 24:8 getting 12:11 13:16 14:9,12 15:19 27:1 112:7 118:13 131:6 145:1 158:7 169:4 215:12 219:15 221:19 242:14 281:3 Get2Green 74:7 75:21 gifted 24:5 47:12 123:20 124:20 137:21 186:22 208:11 214:5,18 231:6 giftedness 24:4 Gillis 62:15 give 51:13 121:11 124:20 131:3 150:21 160:6 191:15,19 194:16 200:18 217:3 228:9 240:22 249:22 255:16 272:21 277:22 295:22 302:15 given 25:4 103:21 105:10 118:10 194:1,2 226:4 252:2,2 256:24 262:23 268:24 275:16 294:10 gives 28:7 178:17 193:23 giving 26:25 55:10 102:16 144:1 157:25 188:19 glad 93:1,12	100:20 138:25 179:1 231:24 glitches 280:3 GMU 25:16 go 9:11 16:11 24:23,24 29:5 34:14 46:17 50:21 51:15 72:16 94:19 96:5 106:1 111:14 120:22 123:7 134:10 141:21 146:4 147:14,17 149:15 153:6 155:9,10,25 164:4 165:10 170:4 171:17 175:2,19 176:3 176:22 184:3 190:11 201:1 202:19 203:19 204:14 205:14 206:25 212:21 215:25 216:10 217:10 220:10 225:20 227:10 230:11 231:12 232:18 233:7 244:20 251:15 260:2 264:1 265:2 267:10 268:16 271:17 280:20 281:23 goal 72:3,4 101:5 175:8 177:3 187:13 188:5,14 189:17 195:11 217:15,23 220:3 220:19,19 221:16 222:5,14 222:22,23 224:5 225:2,3 229:18 231:17 232:24 234:7,22 237:9	239:25 242:6 251:6 256:6,19 261:23 283:7 goals 38:5 114:6 152:25 189:9 195:19 196:5 215:16 227:18 227:23 240:11 240:17 244:13 260:13 goal-settings 37:25 God 4:7 goes 33:21 62:20 131:8 205:9 going 12:9 22:21 25:15 33:23 34:2 35:6 54:6 55:6 56:6 91:25 93:19 111:15 121:3 131:9,16 132:17 134:24,25 137:18 142:14 147:10 168:2 169:9 170:5 172:1,7 177:18 179:4,19,22 180:13,23 181:1 184:3,11 187:8 190:4 191:11 193:15 200:21 201:11 205:13 207:18,19 208:13 209:5,7 210:22 212:16 212:25 213:12 215:11 217:21 220:11 226:8,11 233:22 234:15 243:22 244:11 244:14,14 247:23,24 253:3 253:11 263:3 267:12 269:10	270:3 275:4,6,19 281:23 goings-on 12:12 gonna 62:5 112:1 117:10 126:16 126:25 127:2 129:24,25 131:2 132:10 142:10 157:14 159:15 160:2 165:17 172:4 180:8 182:23 183:24 187:20,21,23 194:3,4,10 197:12 216:5 219:9 221:23 224:9 245:22 253:22 255:14 259:8 262:18 269:14 276:24 277:12 283:20 284:5 good 2:8,9,17 3:15 9:10 10:11 16:15 17:14 21:25 31:22 34:22 35:13 42:7 46:24 49:15 52:1 77:1 92:4 100:16 101:17 135:3,4 141:25 154:13 163:11 171:2 172:15 195:12 214:24 216:7 226:2,18 227:3,5 231:23 283:18 286:20,21 287:24 302:24 Google 250:12 gosh 272:20 gotten 24:7 245:2 Governance 300:4 governing 88:16 government 7:9
---	--	---	--	---

29:20 government's 32:25 governor's 23:24 42:20 47:8 92:5 124:18 go-back 133:25 141:21 146:2 147:5 180:7 227:9 292:9 go-backs 141:19 179:25 180:1,4 216:2 227:13 GPA 108:9 151:11 152:9 185:14 186:15 205:5 208:4 213:22 230:23 grab-and-go 50:2 grace 59:1 graciously 64:22 grad 109:7 grade 22:22,23 25:24 26:2 44:22 45:21 67:24,24 84:23 108:7 151:9 164:4 186:12 188:17 190:4 204:8 208:2 213:19 230:21 236:14 238:5 grader 42:9 graders 44:14 45:11,15 190:6 grades 44:9 80:8 graduate 44:18 graduates 67:25 grant 272:6 275:21 granted 272:13 granting 132:1 graph 66:19 67:12 69:1	grasp 91:11 grateful 55:9 58:17 60:17 117:11 154:14 280:24 287:14 287:15 294:7,22 great 50:25 51:7 53:19 61:15 62:4 76:1 87:17 89:9 121:5,16 177:25 177:25 202:13 271:22 291:14 298:20 greater 41:15 115:22 142:2 145:22 177:4,4 254:18 299:19 299:19,20 301:18 greatest 143:13 greatly 87:20 green 66:21 67:14 69:4 82:21,24 83:3,7,13 84:7 Greene 36:12 greenhouse 75:1 grew 32:22 ground 10:13 17:16 93:21 group 23:21 52:4 53:7 73:8 74:21 99:17 101:6,7,9 101:15 172:8,11 183:16 194:5 235:16 248:8 258:21 groups 10:25 11:1 11:3 18:3,4,6 23:16 27:7 43:7 43:18 45:4 101:13,14 139:17 243:14 292:1 growing 25:7 80:2	growth 7:16 64:24 GT 26:7 guaranteed 33:20 guess 58:9 120:25 156:10 197:16 222:6 224:21 227:19 guidance 36:12 102:25 228:2 300:11 guys 51:21 55:5 60:7,17,23 61:6 61:9,13 116:2 212:10 252:13 253:15 Gwinnett 22:3,12 22:15 23:1,6,7 23:10,17,20,23 24:16,21	Hanukkah 51:23 happen 24:13 223:4 255:8 283:6 happened 143:18 227:7 256:24 291:2 happening 41:1 93:22 118:20 132:15 139:6,14 144:12 243:10 243:20 275:24 happens 10:20 17:23 34:1 256:10 275:5 287:1 happily 178:22 happy 51:24 60:20 61:16 62:15 133:24 138:6 181:20 195:17 217:1 218:14 234:3 243:1,2 277:8 299:24 302:12,21,22 hard 23:5 28:13 51:19 54:15 59:24 61:2 92:22 134:18 137:8 139:20 144:11 191:11 209:3 234:10 280:4 281:3,5 282:8 287:18 hardships 60:13 harmless 92:2 Harry 42:5,8 harsh 59:2 hashing 98:12 Hayfield 145:8 head 55:21 223:17 heads 249:22 health 61:7 113:25 114:8,9,11,12	healthcare 38:23 41:14 114:3 hear 8:6 9:10 12:12,23,24 13:1 13:3 29:4,6 90:3 94:11,11,17 104:24 138:11 147:16 162:25 175:9,11 181:21 192:7,10 215:6 220:2 222:15 225:7 256:3 277:8,15 279:8,9 284:22 287:7 heard 6:3 13:11 95:14 99:20 100:25 129:9 133:18 143:4 181:17 192:8 242:18 274:16 279:6 hearing 35:22 55:20 59:3 61:13 61:23 86:14 105:19 hearings 8:8 heart 19:17 20:25 36:10 284:22 Heizer 2:10,11 6:12 96:18 106:21 117:14 120:8,10 121:5 151:18 185:6 186:1 207:21 209:15 210:17 210:18 211:3 212:22 213:1,5,6 213:14 214:10 214:12 220:16 220:22,23 221:11 222:6 223:20 224:19 224:21 225:18 225:19 226:13
--	---	---	---	---

230:9 235:9 238:15 262:6,12 262:13 271:6 279:17 280:6,9 280:20,22 288:3 292:7,10,13,14 293:8,23 295:11 Heizer's 226:2 hello 35:3 209:23 help 26:24 43:13 53:11 75:12 90:11 105:8 109:16 124:10 176:9 197:17 223:22 244:11 252:13 253:22 298:25 helped 27:23 helpful 91:7 132:25 133:8,11 192:18 249:16 291:6 helping 116:10 285:10,17 helpless 32:24 helps 37:10 139:23 Herndon 79:9 148:20 hesitant 173:4 Hey 164:11 167:1 255:11 Hi 19:11 21:25 31:22 42:7 52:2 hide 138:15 high 24:8,9 25:14 40:19 42:13,13 57:24 61:4 65:7 75:18 78:1,8,14 78:19,23 79:1,7 79:14 81:7,10 84:10 85:2 94:9 97:6,8,18 104:6 107:12,14,24 110:23 113:18	123:20 151:2 158:4 194:3,6,6 298:23 higher 45:1 72:23 181:2 highlighted 82:17 85:15 100:21 247:2 highlights 7:3 74:15 123:11 highly 110:19 116:7 127:18 194:18 highly-diverse 127:11 highly-qualified 39:25 highly-skilled 128:7 high-achieving 127:11 Hills 79:22,23 hindered 221:19 Hines 25:21 hire 50:9 Hispanic 39:1,25 40:9,23 47:23 historical 85:4 118:7 history 32:8 Hizemer 226:13 hold 15:24 92:1 111:17 170:6 232:17 holder 33:11 holding 241:23 holds 44:15 holiday 55:21 59:11 61:15 302:21 holidays 60:20 302:13,22 holistic 23:13 24:1 27:22,25 103:23	107:9 108:1,4 114:4,14,17,24 115:4 127:22 128:7 138:11,20 139:7,11 142:10 142:11 143:15 143:16 151:2,6 175:7 186:10,21 206:8 207:24 208:10 213:17 214:3,3 230:19 231:4 holistically 132:6 142:22 Hollin 75:16 Holmes 145:14 home 15:22 16:8 124:23 154:11 176:22 297:24 homeschool 66:6 homework 159:7 honest 27:24 117:10 214:13 277:17 honesty 30:23 honor 55:15 298:11 honorable 29:9 honored 282:5 hope 48:7 51:1,10 54:5 56:23 93:24 102:24 103:5,22 117:23 137:25 172:13 175:24 187:17 195:6 224:15 226:24 255:24 275:10 284:6,6 288:13 289:16 299:23 hoped 125:16,21 hopeful 92:6 hopefully 188:6 219:10 283:7 hoping 132:25	230:16 horizon 10:18 17:21 77:13,20 78:1,6,12,22 79:5,17,20 hot 19:22 hotline 301:13 hour 273:23 276:5 280:23 289:1 290:5 298:16 hourly 274:23 hours 50:24 109:4 109:10,10 121:13 287:20 290:24 house 16:4 33:5,6 33:6 how's 253:3 https 1:17,17 huge 90:23 286:16 286:17 290:18 290:21,23,23 Hughes 78:18 humanly 176:8 humbled 285:18 humbly 287:7 hundred 65:10 99:1 hundreds 50:2 103:19 121:24 Hunters 52:6 hurdle 116:19 husband 14:4,22 15:24 Hybla 78:14 hybrid 97:3,20 104:8 106:6 142:10 <hr/> I <hr/> Ibram 113:21 idea 36:7 48:1 50:20 122:3 131:25 158:9	159:5 160:9 164:10 175:5,21 176:2 182:12,21 182:22 194:8 218:18 ideal 32:13 ideas 237:13 identifiable 8:18 identified 6:2 47:13 63:7 76:2 80:1 82:18 83:15 84:5 90:25 114:3 125:21 140:23 149:24 identifies 164:10 identify 23:15 43:6 63:3 109:18 110:9 159:23 204:9 219:1 240:15 256:20 identifying 110:19 194:19 identity 30:5 ideological 33:25 ideology 32:13 33:19 IFC 71:21 ignore 104:18 II 45:10 illegal 47:7,14 imbalance 123:12 123:15 immediate 45:19 immediately 144:22 145:3,12 145:16,23 265:20 281:10 immensely 116:7 immigrant 19:15 impact 7:4 63:13 63:19 64:14 82:20 110:25 123:20 125:3,5 206:9 222:17
--	--	--	--	--

237:14 267:17 impacted 70:21 123:18 impacts 70:11,13 85:13 impartially 29:13 impending 50:19 imperative 52:7 imperfect 125:14 125:23 implement 37:14 125:18 implementation 143:19 153:19 182:10 197:14 221:3 implemented 52:18 implementing 226:12 implication 159:2 implications 162:3 215:7,22 224:25 implicit 26:12,21 28:13 importance 73:20 218:23 important 27:19 28:22 51:2 53:15 66:23 67:19 71:4 72:7 74:3 76:18 77:8 91:11 98:10 122:14 141:16 152:23 165:18 166:15 178:13 178:14 234:8 237:20,22 243:6 244:14 260:8 289:6 294:1,9 301:8 importantly 75:1 109:8,23 impress 10:15 17:18	impressed 36:8 43:14 impression 88:1 improve 27:6 30:14 89:11 93:7 138:18 226:22 243:10 246:25 improved 22:18 43:15 improvement 8:9 52:20 62:1,17,20 62:21 80:13 146:18 242:4 243:24 improving 27:12 145:8 239:22,25 261:20,23 292:20 inaccessible 153:21 inadequate 255:12 incentivized 110:9 incentivizing 104:1 148:22 include 65:12,18 67:20,23 68:14 68:18 71:16 74:16 77:14,20 78:1,12,14,22,23 79:5,7,17 80:14 80:21,23,24 81:8 119:23 201:8 204:6 236:13 238:4 239:8,15 240:1,16 255:14 261:3,9,24 included 63:8 73:11 81:19 82:13,14 109:23 117:8 118:22 191:3 includes 23:21 66:4 81:14 82:3 82:8 84:9,17,22	85:9 97:10 100:14 107:16 including 21:12 63:21 64:8 78:6 79:20,22 84:23 239:19 246:9 261:16 299:21 301:7 inclusion 37:7 259:4,10 inclusive 116:16 174:19 176:8 income 33:20 incoming 114:16 115:1 incorporated 258:4 increase 7:11 11:13 18:16 43:5 114:2 119:23 145:6 159:18 160:12 177:15 180:17 193:5 249:4 increased 22:19 80:7 110:2 115:3 115:11 194:14 240:1 261:24 262:24 increases 114:15 114:18 increasing 41:2,4 70:20 102:5 141:12 158:24 164:2 169:16 260:16 increasingly 27:22 97:14 107:21 incredible 92:17 incredibly 36:9 194:5 244:14 incubator 137:5 independent 113:4 303:19	indi 8:22 India 19:15 indicate 82:18 85:16 indicated 10:22 17:25 167:2 indicates 30:12 82:25 83:4,8 indicative 288:15 individual 8:13,19 112:18 individuals 7:8 indivisible 4:7 indulging 134:13 276:13 ineffective 40:17 inefficiencies 72:21 inequities 32:11 123:23 126:11 inequity 123:13,25 infection 11:21 18:24 inferences 141:6 influential 33:9 inform 42:21 58:10 63:3 information 8:18 28:17 50:11 53:14 64:10,16 81:24 82:3,8,22 83:21 84:18,22 86:3,5,7 87:18 87:20 89:12 90:1 91:8 99:9 130:24 152:6 154:10 163:17 167:18 167:20 174:10 177:2 183:14 195:24 196:14 223:19 229:8 243:8 244:10 279:25 information-sha...	10:9 17:12 informative 87:2 informed 4:16 56:21 144:5 153:25 280:1 infrastructure 62:25 70:3,5 71:20 72:6,8 73:25 initial 37:21 52:14 75:10 153:12 initially 173:7 initiate 166:21,24 173:8 initiative 301:9 initiatives 53:21 76:21 92:21 286:17 injustices 137:13 input 117:25 239:15,18 246:8 261:14 286:6 inputs 261:9 inquire 52:17 inquiries 10:9 17:11 inquiry 301:25 insisted 29:19 inspirational 61:22 inspired 104:19 294:24 inspiring 44:6 installation 283:13 installations 75:9 instances 36:21 38:7 Institute 113:6 institutes 40:15 113:25 114:10 institutions 136:6 instruction 64:5 72:15 82:5
--	--	--	---	---

insufficient 45:6 48:13 141:16 intact 274:11 integrity 65:24 intellect 194:20 intellectually 26:9 intensely 289:1 intensity 53:4 intent 23:23 221:12 intention 30:13 240:24 intentional 112:12 113:12,15 115:8 115:13 135:20 229:12 240:11 intentionality 241:22,22 intentionally 30:16 intentions 193:20 226:1 227:3 interaction 42:16 interagency 65:25 interest 40:7 43:5 53:19 166:25 300:8 interested 93:9 109:20 176:1 177:16 236:14 237:15 238:5 303:13 interesting 53:15 57:13,25 interests 44:6 167:12 internal 301:24,24 internally 14:16 interpret 226:11 256:16 interpreted 225:11 interrupt 12:9 interrupting	38:21 intervals 38:1 intervention 36:17 281:16 285:4 interventions 191:17 192:23 introduce 62:9 introduced 19:13 introducing 72:22 introduction 62:1 investigation 30:22 investment 45:20 investments 104:1 invitation 166:12 invite 167:3 263:15 invited 168:8,13 182:2 inviting 164:17,19 167:7,13,17 174:19 176:24 involved 288:22 289:2 involving 8:7 in-hearing 22:22 in-migration 67:7 67:10,12,20 in-person 8:25 9:1 75:13 82:5 iron 19:21 irresponsible 182:15 issue 13:5 25:13 42:11,15,24 48:10 57:12,18 58:12 100:8 102:16 103:16 104:15,23 122:22,23 125:9 126:5 162:9 176:4 177:13 179:17 201:21 284:20 288:4	issues 4:15 5:7 6:19 8:7 9:23 14:17 15:7 17:1 50:18 56:8 57:8 57:14,21,22 87:10 95:7 111:17,20 121:1 123:18,19,23 125:2,17 126:15 161:1,9,16 228:11 280:11 300:15 item 5:15 62:2 86:5 94:8 233:20 273:3 279:1 293:4,21 295:9 295:21 297:1,2 302:5 items 8:11 9:18 16:21 169:1 183:18 234:15 245:11 280:16 296:10,11,15 301:7 iteration 27:24	John 291:4 joined 289:3 joint 70:4 journey 25:24 judged 32:18,23 July 303:15 jump 249:14 270:6 jumping 120:5 235:12 290:19 Jun 29:3 June 294:11 jurisdictions 148:8 justice 4:8 20:24 32:13 78:8 Justin 52:11	154:6 173:24 175:6 177:11 257:17 260:19 274:22 275:24 300:6 keeping 28:16 keeps 22:20 147:10 Kendi 113:22 key 47:16 65:19 98:21 100:1 133:16,20,20 165:14 179:3 221:21 Keys 2:21 Keys-Gamarra 2:22 6:11 21:5 96:20 102:12,13 106:16 134:11 138:5,6 140:9,16 143:14 146:1,3,5 148:15 151:17 155:16,17 156:1 156:18,21,23 157:1,3 158:3,15 158:18 185:7,24 210:5,6 219:24 220:1 227:15,17 229:23 235:11 235:14,15 238:15,20,23 239:3 240:6,8 244:6 245:10,23 246:5,15 247:4,7 248:5 250:17 251:13,17,21 252:11,16 253:1 253:12,17 254:5 254:10 255:3,5 256:4,11,13,16 256:19 257:24 258:15 262:3 266:19,22 267:10,13
--	---	--	--	---

270:25 278:2	14:24 18:18	187:7 189:7	289:22	Laughter 55:4
279:15 293:10	19:18 24:20 25:2	191:8,10,15	K-12 81:9	264:25 271:19
295:15 301:1,3	25:6 28:2 32:14	194:9 196:4,7,10	K-2 80:10	Laura 203:22
302:4,12	36:5,22 40:10	196:12,15 197:2		270:25
kick 236:10	41:9 54:12 55:5	198:9 201:25	L	lawfully 5:25
kicked 236:4	56:14 57:21	209:4 211:8,10	label 222:4	lawsuit 47:18
242:14,15,17	59:14,18,22	211:11 212:6,9	lack 27:14 72:17	lawyer 223:15
244:22 262:16	60:16,21 61:1	214:14,20 215:5	135:16 141:1	lay 54:19 237:20
kid 136:10 219:13	89:14,24 90:13	218:6,10,18	180:11,12	lays 142:8
kids 32:21 33:7,18	90:15,18,22 91:7	219:5 221:4	land 70:10	lazy 41:22
40:10 50:3,5	91:18 92:22,24	222:11,16,17,19	Lane 65:18	lead 26:22 294:16
116:11,12,21	93:3,6,7,8,20,20	222:24,25 223:1	Langley 57:23	leaders 58:15
117:6 139:23	96:2 98:8,17	224:1,2,5,6,14	language 132:9	97:14 107:20
140:22,24,25	99:5,11,13	225:5,9,12,16	133:1 142:9	leadership 10:7
154:9 156:2	101:22 102:20	227:3 233:21	150:22 187:6	17:10 23:12 31:2
159:23 162:15	103:15 105:22	234:14 235:12	194:9 198:1,12	58:5,16,20
164:4 168:12	111:8 112:24	240:24 243:7,11	200:7 201:21	155:15 285:10
175:8,23 176:1,9	116:5,6,9 117:9	243:13,14,16,18	204:20 211:12	288:4
179:4,18 181:7	118:19 119:2,5	243:20 245:9	214:8 216:17	leading 86:19
181:14 188:15	119:11 120:14	247:23 248:22	217:13 218:11	leads 3:25 26:17
194:5,25 237:15	121:21 126:4,6	249:15 251:4,6	218:12 220:24	learn 7:21 12:3
283:18 284:5	131:22 133:14	252:2 256:6	226:9 227:4,5	19:5 164:5
kill 211:9	133:25 134:14	257:24 264:13	228:4 234:6	221:23 298:4,5
Kilmer 65:19	134:14,19,24	264:17 268:4	238:23 248:16	learned 42:23 53:9
Kim 32:2 34:3	135:10,14,23	273:23 276:4,22	248:17,19 249:1	58:13 60:14
Kimberly 9:8,12	136:3,4,13,16	276:25 282:17	252:8 264:7,17	118:5 274:6
16:14,16 51:7	137:13,22 139:9	282:18 283:13	269:18	learners 24:3
kind 26:4 33:22	141:5,25 143:18	283:22,24	languages 153:21	123:20 124:8
55:19 57:7 58:2	146:11,19	285:22 286:17	laptop 248:15	learning 10:19
58:7 158:11	147:22 148:17	286:19,20 287:2	laptops 50:6	17:22 29:23 30:1
222:8 230:17	148:18,19,21,22	287:15 288:17	large 93:19 114:11	65:22 72:16
243:24 282:23	152:24 153:1,1,9	288:18 289:4	largely 220:13	75:13 93:5 97:12
297:13	153:19,21	290:1,24 298:14	larger 72:1 182:18	107:18 124:15
kinda 229:11	157:13,22	299:14,16	laser 146:24	leave 33:14 123:21
kindergarten	158:11 159:8	knowing 157:23	Lastly 45:13	137:22 160:22
25:24 66:13,15	160:3 161:21	knowledge 5:24	last-minute 229:1	173:15 176:21
66:17,20,22,24	162:12,14	267:15	late 28:7 176:6	219:16 262:18
67:21,21	163:10 164:4,6,6	known 90:17	261:13 273:23	286:8
kinds 136:5 212:7	164:8 166:20	130:25	276:4 280:23	leaving 67:7
241:12	169:10,22	knows 10:18 17:21	288:25 290:5	239:11 261:5
King 32:20,21	172:23 175:5	117:23 153:20	295:25	lecture 180:20
knew 20:15	177:17 180:9	194:1 228:18	Latham 287:20	247:12
282:23	181:11 182:9,10	Kodak 179:8	Latinx 23:3,4	led 128:21
know 11:15 13:15	182:20,22 187:6	kudos 54:20	Laughing 213:10	Lees 79:8

left 81:9 150:9 176:15 180:2 legacy 51:10 legal 30:20 120:12 133:14 187:8 228:3 303:20 legislation 227:5 length 182:20 lens 285:8 letter 32:6 52:16 153:22 157:9,21 167:15 letters 118:6 letting 14:24 let's 16:11 27:24 49:4 111:21 135:17 170:4 173:18 176:2 209:17 215:13 226:16,19 232:11 255:18 302:20 level 27:18 42:9 73:12 101:3 143:18 189:4 215:2 282:21 levels 7:20 124:15 liberty 4:8 lie 48:22 lied 30:16 lieu 173:25 life 7:24 72:9 73:2 119:24 light 127:24 likelihood 222:1 like-minded 43:20 limit 8:4 limited 158:13 180:1 limiting 170:17 line 77:20,22 187:13 234:1 lines 249:7,8 linings 93:7	link 1:16 86:4 links 53:16 list 40:11 46:16 53:12 120:7 240:22 245:18 listed 5:11 8:12 52:16 77:12,19 77:25 78:5,11,21 79:4,16,19 86:20 197:21 200:5 218:11 234:2 269:4 296:12 listened 121:15,22 180:19 listening 35:18 56:5 142:25 291:22 listing 296:10 lists 78:11 198:7 literally 32:5 223:7 228:22 292:16 literature 32:9 little 19:17 32:16 54:6 99:24 116:4 130:3 134:14 156:19 160:5 165:17 169:4 188:7 196:19 220:12 228:25 235:25 236:1,5 249:16 280:4 291:3 live 4:15,17,25 7:17 12:18 13:4 13:12 14:5,20,23 15:2 16:7 32:17 222:2,16 298:4 lives 7:5 living 43:15 load 22:22 lobby 129:10 local 153:16 155:11 156:4	158:7 163:2 166:2 174:7 201:11,12 218:24 locally 152:7 161:24 170:11 185:12 205:4 266:9 location 153:6 173:22 176:20 199:8 logistical 153:10 161:1,9 logistically 163:12 logistics 168:20,20 long 11:17 18:19 28:9 39:13 126:1 128:1 167:24 256:5 281:23 284:6 290:24 longer 29:22 120:16 129:20 160:20 211:18 216:9 244:23 284:8 Longfellow 149:2 long-term 125:5 long-time 297:23 look 51:15,24 58:18 59:2 61:12 67:1 72:25 77:9 90:2,19 91:12 102:17 105:19 113:4 119:19 125:8 127:6 130:7 135:25 138:12 146:14 161:17 162:23 163:14 181:17 182:14 183:20 192:22,23 193:1 215:13 241:1,2,3 255:18 283:20 294:25 297:15	299:3 301:9 looked 109:15 113:5 301:15 looking 40:5 58:8 60:21 120:13 130:12 132:5 142:1 148:18 150:6 159:20,25 163:4,24 164:2 168:21,24 195:23 216:6 218:23 223:1,2,4 228:10 242:1 254:16,20 299:4 looks 168:25 237:3 289:24 loop 26:23,24 Loring 79:22 88:8 88:14,15 lose 95:12 253:15 losing 242:13 loss 181:13 182:9 lost 98:15 99:23 121:10 150:20 174:23 239:4 lot 53:9 58:14 60:23 61:2 86:2 86:6 98:18 112:9 112:10,21 118:5 121:15 139:12 175:8 177:12 193:23 214:13 215:11 237:2,4 276:10 lots 43:21 Lotteries 104:3 lottery 21:13 22:5 22:17 23:13,17 24:1 25:1,6 27:3 33:8,11 42:11,12 42:19 97:20 98:18,20 99:3 100:22 104:8,9 106:6 109:2	175:6 240:2 261:25 loud 269:19 Loudoun 274:7 Louise 78:24 love 169:6 190:8 190:20 225:7 297:25,25 low 26:12,14,21,22 lower 22:2 151:21 187:1 193:8 230:7 238:22 270:22 278:5 293:12 295:18 lowest 112:6 lucky 26:10 136:17 Lucy 291:3 Luther 32:20
M				
madame 87:8 96:6 97:3 107:2,9 130:21 152:4 204:1,12 219:22 231:13 233:4 264:24 265:3 284:18 285:24 292:7 Madison 78:8 Maggie 113:7 Magisterial 112:5 Magna 303:20 magnet 22:15 magnitude 77:10 main 48:9 129:14 133:4 173:25 178:10 179:24 182:17 185:10 197:21 198:6 201:5 232:23 maintain 10:4 17:7 43:8,9 45:16				

maintaining 62:24	Market 303:21	134:3,6 141:20	McNair 80:5,6,9	208:3 213:21
maintenance	Martin 32:20	141:22 142:24	Meadows 75:17	222:19 230:22
69:23 72:5,9,19	Marty 12:24 13:1	144:10 149:8,11	meals 24:17 50:3	meeting 1:12,20
72:23 73:5,12,23	Mary 1:23 303:3	149:16,20 150:8	mean 59:20 98:12	2:2 3:21 5:16,22
major 43:3 69:19	303:18	150:15,17	111:18 136:9	5:25 6:3,5 8:12
69:23 72:5 73:23	Mason 141:4	151:25 163:20	137:9,21 139:12	12:12,17 48:20
280:11 286:13	145:10	163:21 165:3,7	139:13 142:24	48:20 95:3,5,8
majority 246:23	massive 28:7	165:12 166:15	158:3 162:10	181:14 228:22
246:24 270:11	274:8	167:22 168:18	165:14,16 168:6	251:8,12,18,23
maker 165:10	match 68:21	169:2,20 170:20	170:9 173:13	252:5,13,18
193:21 201:19	201:21	171:3,12,18,20	182:16 190:3	253:5,7,20 254:3
248:1	matches 212:1	172:22 173:20	198:21 199:9	258:24 261:2
makers 112:11	material 86:6	180:5,6 182:8,24	200:22 211:11	267:22 274:1
making 36:25	materials 53:16	183:2 184:5,9,20	214:17 222:7,15	275:16 276:20
41:10 59:10,22	math 22:3 25:17	184:23 185:5,25	223:7,8,10,12,14	277:4 296:17
60:11 73:21	26:11 109:22	187:1 193:11,17	260:11 284:9	297:3 299:9
118:9 127:17	116:22,25	193:18 195:17	286:13,16	301:6 303:8
128:25 137:15	123:23 187:18	196:25 210:7,8	meaning 152:14	meetings 51:20
140:1 172:21	Matt 44:24	225:20,22 230:5	179:3	64:18 86:18 95:4
196:15 214:7	matter 140:11	233:2,7,9 234:18	meaningful 193:2	121:14 236:16
229:4 240:13	178:6 219:8,13	235:6 238:17	means 114:5 117:7	238:7 300:7
245:8,20 251:14	221:17 243:20	244:21,23	124:11 187:25	meets 151:10
256:22 276:18	253:2 271:9	248:10,11 249:7	188:4 221:5	Megan 249:11,21
MALE 13:1 16:4	294:9 299:21	249:21 250:10	225:1 240:23	249:22
16:7 54:22 55:3	303:6	250:15 251:19	260:10,12 289:4	Meghan 48:19
171:14 208:24	matters 5:24 6:2	251:21 252:5,10	meant 93:4	Melanie 25:21
231:10,13,19,21	46:5 51:2 54:1	252:23,25 254:8	measurable	member 13:11
231:25 232:2,7,9	297:5 302:6,9,18	254:9 255:4,6	191:20	146:20 172:5
252:6	maturity 65:24	256:2,3,12,15,18	measure 39:11,15	233:15,19 265:7
manage 162:18	ma'am 2:8,12	256:21 257:14	237:10,13	265:8,10,21,24
301:13	35:11 38:17	257:16,21 258:6	measured 24:4	271:23 284:21
management 70:3	259:21 279:21	262:5 268:15	Measuring 244:13	296:17 297:23
manager 37:17	Mc 147:8	269:10,13,14	mechanical 72:11	members 20:12
mandate 30:17	McLaren 48:19,20	270:21 273:21	medication 197:3	22:2 33:20 34:25
manner 87:19	McLaughlin 2:4,5	273:22 276:17	197:4	35:16,17 38:19
map 70:17 84:13	6:12 51:14 89:3	276:21,22	medium 147:23	39:5 43:20 46:24
maps 84:11	89:4,22 90:21	277:14,22 278:2	meet 50:22 99:7	49:15,21 53:17
Mar 79:7	91:6 92:10 95:9	278:6,10,12	108:8 124:14	58:4,4,21 111:6
marathon 116:18	95:11,16 96:1,1	279:16 288:24	152:9 156:3	111:12 118:4
March 49:20	96:5,6,17,22	288:25 290:7	164:7 167:1	131:25 133:5
91:22	106:19 126:20	293:9 295:12	168:14 170:12	143:25 154:18
Margulies 46:24	126:22 129:24	McLaughlin's	177:19 179:14	193:21 228:3
47:1	130:21 132:8,21	133:21 149:18	179:14 185:13	233:21 234:2
marker 228:9	132:22 133:24	253:13	186:14 205:5	239:19 241:8

246:9 254:24 261:15 269:21 273:19 277:1,20 294:5 296:14 298:9 membership 63:2 63:19 64:12,15 64:17,21 65:1,5 65:6,8,9,11,12 65:16,17 66:1,3 66:4,11,17,21 68:13,17 81:6 82:6,8 84:1,19 85:4,6,9 member's 5:23 264:21 265:4 memo 300:20 men 164:17 mental 61:7 mentees 7:14 mentioned 53:5 64:13 71:19 77:7 80:19,25 83:11 85:14 86:2,17 246:22 282:18 mentor 7:22,23 mentoring 7:2,3,4 mentors 7:7,12,14 7:20 Meren 2:7,8 6:10 25:21 92:13,14 94:4 96:18 106:20 116:1 117:13,15 151:17 158:21 158:22 161:20 161:21 163:19 171:15,15,16,17 172:17,19,21 181:25 182:3,6 185:3 186:1 195:15 196:22 196:23 198:5,11 198:22 199:1,8	199:15,19 200:12,14,17,22 200:24 201:3,5 201:14,22,24 202:13 206:6,13 206:19 207:2,5,7 207:11,15 210:9 210:19,21 215:10 230:5 235:7 236:23,24 237:17,19 238:16 262:7 263:15,18,22 264:4 266:2,4,6 266:16 267:20 267:23 268:1,4 268:11,16,18 270:20 271:10 271:12 272:3,5,9 272:16,18 273:9 273:10 274:2 279:3 284:17 286:2,3 293:8 295:13 Meren's 169:2 172:3 203:9 269:16 merit 22:5 23:17 24:1 25:1,6 27:2 97:20 98:18,18 98:20 99:25 100:21,22 104:7 106:6 139:12 143:3 Meritocracy 32:12 merits 138:14 merit-based 39:7 merry 51:23 message 14:4 35:1 35:16 58:9 140:23 178:18 284:7 messages 14:12	61:10 met 27:14 37:25 38:9 58:25 164:18 method 100:24 110:12 163:25 methodology 121:3 130:12 methods 42:21 97:24 106:9 108:14 metric 11:2 18:5 191:21 193:2 metrics 10:24 18:2 191:12 195:23 215:12,13 222:11 223:1 237:20 mic 262:19 Michelle 34:20,22 35:13 microphone 5:5 mid 27:5 middle 25:14 26:5 26:18 45:5,10 48:11,11 65:6 75:17 78:13,18 79:6,13 80:16 84:10 85:2 102:22 108:8 109:9,11,12 110:7 112:18 115:15 116:13 117:1 119:8 120:18 122:4,5 123:25 124:2 131:10 139:2,5 142:3,5 145:5 147:20,22 148:1 148:8,20 149:14 149:22,24 150:10,12 151:10 152:7 153:16 161:14	162:5 166:2 170:11 171:6 172:7 175:10 184:20,21 185:12 186:13 194:11 195:3 205:4 208:2 213:20 217:16 217:24 220:5 223:8,10 224:7 226:16 229:19 232:25 234:23 236:14 238:4 266:9 middle-schooler 38:23 midnight 275:14 277:1 292:22 298:16 302:18 midst 36:3 mid-year 263:17 263:20 272:20 272:22 273:1 275:10 278:25 migration 66:13 67:5,5,9,14,15 Mill 78:15,16 79:10,11 million 69:16,22 69:24 70:3 71:23 74:2,25 75:3 76:15,16,22 77:5 274:13,14,14,19 275:5,20 276:10 millions 40:1 mind 15:21 28:22 77:9 133:10 184:7 275:22 mindful 74:4 225:22 minds 24:20 mindset 37:2 193:20 minimum 108:9	109:25 113:22 115:14 131:18 147:20,24 151:10 164:11 164:18 186:14 208:3 213:21 230:23 minimums 130:2 130:8 131:10 minority 44:7,13 99:14 239:20 245:13 246:9 261:16 minute 150:21 180:3 211:1 250:18 295:23 minutes 8:5 15:4 15:10 95:24 180:11 181:11 214:11 mismanagement 31:3 missed 30:17 61:10 102:18 missing 214:22 mistake 265:8 mistakes 30:14 MIT 25:15 mix 44:16 97:25 106:11 108:15 mo 265:15 model 31:1 37:16 271:22 modeled 22:14 modification 259:4 modified 80:21 84:10 108:5 151:7 187:7 211:10 modify 137:17 modifying 204:21 modular 69:20 78:6 81:15 82:9
--	--	---	--	--

82:14 85:22 mom 19:15 38:22 moment 4:2,11,12 59:8 133:19 200:18 215:25 217:2 263:11 272:21 money 28:2,9 40:9 40:10 88:2,11 276:11 monies 276:2 monitor 122:13 240:12 298:17 monitoring 118:20 monitors 298:19 298:24 month 7:2,3 50:19 51:17 153:2 204:21 274:19 299:9 months 11:15,16 18:18,18 19:12 20:7 98:13 100:8 101:25 118:6 204:21 228:20 228:21,21 229:14,14 294:4 300:10 month-long 7:5 monumental 294:14 morale 50:15 Morgan 199:12,23 200:1,23 201:4 201:16,23 202:8 202:16,17,19,22 206:1,2 208:14 263:23 264:3,4 264:21,22,24 265:2,3 266:24 267:1,8,24 270:2 270:4,8 271:14 271:17,20,23	272:2 Mosby 78:25 Moss 52:11,16 mother 19:14 26:11 47:1 105:7 motion 6:2 94:21 95:10 97:2 98:7 100:5 106:1,2 107:1,8 108:24 109:23 110:18 111:7,13 120:14 122:19 123:17 129:14 130:7 131:23 132:10 132:16 133:4 140:13 141:17 141:25 142:9 150:18 152:1,3 152:21 154:19 154:22 161:22 162:22 165:10 169:22 170:5,22 171:4,19 172:14 172:18,21 173:4 173:18,20,25,25 174:6,14,15,16 177:7,8 178:1,10 178:25 179:24 180:16 181:15 182:17 183:11 184:15 185:10 186:3,6,8 187:4 188:24 190:21 191:5 197:19,21 197:24 198:6,7 198:19,21 199:4 199:16 200:4,5 201:5,17 202:4 202:23,24 203:1 203:18,20 204:15,17,22,24 206:7,12,16,20 206:22,24 207:2 207:16,19,20,22	208:15,16,20 210:24 211:21 213:8 214:14 215:2 217:14 218:2,3,5 219:25 220:9,13,18,18 220:20,24 221:9 223:17 230:10 230:13 231:8,13 231:14,17,22 232:9,12,15,16 232:24 233:8 235:5,19,21,22 237:1,9,25 238:2 238:18,21,21 240:7,13 241:24 242:9,24 243:2 244:16 245:4,6 245:12 246:3 248:25 249:3 257:23 258:17 259:17 260:1 262:9,12,21 263:3,12,16 264:6,8,9,10 265:8,10,12,14 265:15,23 266:1 268:13,17,20 269:4,7 270:13 270:17 273:9,12 273:20 276:18 277:3,6,13,16 278:22 280:5,7 280:21 282:7,19 283:3 284:15 292:25 293:16 296:11 motions 105:21 115:16,20 128:14 136:1 138:3 155:1 206:25 209:10 228:8 239:4 263:6	motivated 104:4 Mount 80:15 112:4 144:21 Mountain 75:18 move 5:15 9:20 10:16 16:23 17:19 56:10 57:16 58:10 59:5 59:11 92:23 94:7 96:7 97:16 102:8 106:3 107:22 125:11 135:14 146:13 150:19 150:24 152:4 170:10 174:23 184:14 185:10 186:9 188:7 193:16 200:5 201:6 204:1 206:6 207:23 213:16 216:15 216:18 217:12 217:14,22 224:11 229:17 230:18 234:21 236:12 239:6 243:8 250:20 260:25 265:11 267:22 272:24 278:23 280:13 292:25 293:17 295:5 moved 27:20 135:15 141:12 141:13,14 203:21 211:22 267:5 movement 20:24 260:12,20 moving 6:6 42:21 56:21 61:4 135:11 148:25 163:1,6 167:13 196:4 235:20	240:25 243:21 260:13,15 MSAOC 101:12 much-needed 59:12 MUHLBERG 3:18 4:23 5:1 9:8 9:11 16:13 19:9 21:23 25:9 29:1 29:5,8 31:14,20 34:9,12,17 35:5 35:11 38:15 42:1 42:5 45:25 46:15 46:19 184:14 198:3,13,16,18 198:23 203:20 203:24 204:1 205:15 209:1 217:7 249:19,24 250:3,9 266:14 Mulberg 3:16 4:21 9:6,7 12:9 13:24 16:11 46:3,14 184:13 197:17 198:11,22 203:17 249:3,9 249:18 252:20 266:12 272:14 297:7 multiagency 66:5 multiple 127:2 208:25 multi-tiers 285:4 muscle 105:7 mute 31:17 38:17 muted 276:23 <hr/> N <hr/> NAACP 99:16 101:14 name 9:12 16:15 19:11 24:22 25:11 35:7 46:25 81:12 138:19
---	--	--	--	---

188:18 narratives 91:9 Nathan 3:25 51:6 54:2,14 55:3 nation 4:7 32:17 national 7:2,3,6 73:3 113:25 114:10,11 nationally 47:13 nationwide 24:9 nature 104:11 130:11 navigate 176:9 near 76:10 nearby 172:7 necessarily 56:18 158:6 226:10 289:13 necessary 5:20 36:15 38:4 99:6 need 7:7,19 31:2,6 31:11 32:24 50:6 89:25 107:20 125:3 129:10 131:17,22 159:16,16 161:11 166:10 168:22 169:12 187:14 188:18 191:5 192:13 196:2,13 214:23 215:15 216:20 225:24 226:25 228:24 229:5 230:16 232:20 240:20 243:25 244:11 248:24 249:10 253:22 255:18 264:13 266:24 267:1 275:2,25 283:21 296:4 298:22,22 needed 50:15 128:22 187:19	202:25 243:7 needle 27:21 needs 37:4 63:7 71:14 88:24 124:14 137:7 153:10 203:6 264:15 285:6,13 negotiations 77:23 neighborhood 150:10 neighborhoods 45:9 48:15 80:2 neighboring 274:17 neither 303:9 net 52:22 53:10,13 67:9,14,15 68:8 69:4 76:4 89:17 never 23:12 26:8 26:10 125:10 294:21 new 8:11 36:3,16 36:21 37:23 49:21 50:4,9,11 51:24 56:18 58:19 61:16 63:4 64:8 67:22 70:17 71:5,9 72:2 77:11,18,24 79:16,18,25,25 80:6 81:20 83:1 86:10,11 88:3 159:14 162:1 167:9 182:21,22 191:11 192:21 219:25 223:19 232:16 266:18 280:14 286:6 289:23 292:5 293:1 297:1 299:24 news 92:4 nice 291:9 night 51:23 52:1	163:23 225:23 226:17,23 227:7 257:4 302:24 nine 34:20 125:13 Nineties 27:5 NOK-ka-set 99:16 Nomani 19:10,11 19:12 non-legacy 236:18 238:8 non-profits 7:10 non-traditional 65:21 68:25 norm 47:14 normally 124:22 161:5 northern 41:4 northwest 80:4 note 66:23 67:19 71:4 72:7 76:18 110:12 199:12 noted 224:5 267:22 notice 192:1 noticing 100:1 notification 37:8 281:17 notify 168:12 notifying 168:7 notion 229:1 November 300:20 no-change 300:20 NSAOC 247:1 nuance 289:13 nuances 80:18 number 7:11 24:7 24:9 34:17,20 38:6 47:25 57:5 64:18 66:15,19 68:10,11 69:5,9 69:10 82:9 85:21 91:1 109:25 113:22 115:14 115:15 120:14	130:13 135:12 137:23 147:20 147:24 148:3,13 148:14 168:22 187:15 188:15 203:21 236:13 236:15,17,18 238:4,5,7,8 numbers 22:10 33:12 65:12 68:14,17 77:9 85:15 89:14,18 90:2,14,19 91:12 91:14,17,20,22 92:7 196:8 241:14 numerous 49:18 72:22 101:14 nutritional 274:9 274:20 <hr/> O <hr/> Oakton 78:17,19 oath 29:10 objection 202:22 203:7,10 206:4 208:15 247:5,21 248:1,3,6,6 250:18 251:22 259:1 objections 209:14 246:19 251:14 258:14,20 259:13 267:4 271:24 272:8,12 302:7,10 objective 115:21 189:16 objectivity 39:11 39:15 obligation 69:14 71:25 83:11 obtain 53:4 239:25 261:23	obtained 224:8 obviously 91:10 175:4 occur 83:18 occurred 267:16 occurring 38:8 occurs 283:12 October 20:17 47:7 115:18 123:16 191:5 245:12 offer 45:10 115:7 132:23 154:1 169:14 193:4 216:10 258:7 293:24 offered 11:7,11 18:10,14 119:6 264:10 offering 103:9 133:10 181:2 246:2 278:14 offerings 239:12 261:6 office 40:20 50:24 officer 50:10,11 127:15 192:25 234:5 239:16 261:10 offices 93:17 94:2 official 8:16 21:10 officials 21:5 offline 5:1 offsite 70:12 oh 13:9 46:10 54:4 86:25 95:25 171:16 183:10 235:17 246:15 259:9 okay 3:13,18 6:22 13:11,20 15:9,19 16:9 34:20 46:17 54:11 55:13 89:22 95:14,14
---	---	--	---	--

97:1 112:4 135:4 135:5 142:24 147:16 149:15 150:8,15,22 158:15,15,18 159:18 160:7 171:8,11 175:15 175:18 184:1,2 193:7,15 199:1,2 200:24 201:1 204:1 207:18 210:21 217:9 225:19 232:11 232:20 234:19 235:4,17,20 236:9 239:3,5 242:15,16 246:21 250:16 253:18 257:14 261:12 266:16 267:7,9 268:5 269:23 271:3 272:20,22 278:1 278:8,22 279:10 279:12,23 284:9 293:17 296:18 old 146:12 Omeish 2:25 3:1 6:6,9 94:20,22 95:1 96:17 97:1 97:3 98:6,8 100:3,15,20 101:11 106:16 126:21 134:10 134:12 135:1,3,6 137:21 138:4 140:17 151:19 152:2,4,20,22 154:14,22 155:14,19 156:6 156:12,13,16,22 156:25 157:2,6 158:9,16,23 159:7 163:22	164:23 165:5,6,8 165:11,12 166:7 166:23 167:22 169:6,18 170:7,9 171:22 173:6 174:1 178:15 179:13 181:23 183:8,23,24 184:2,21 185:4 185:24 186:6,7 187:3,5 188:22 189:15 200:3 203:21 204:12 204:14,15,19 205:8,10 210:11 210:12 211:6,7,8 212:2,5,24 216:3 216:4,12,19,21 217:1,5,9,11,12 218:4,6 220:2 221:10,13,15 223:18,21 224:3 228:1,18 229:6 229:13,24 233:13,25 234:10 235:2 238:17 249:11 250:11 262:6 270:18,24 278:7 278:9 279:4 280:18,19 282:13,15 284:13 288:3 293:6,15,17 295:12 Omeish's 166:9 169:24 174:6,16 177:7,8 180:16 190:8 194:9 213:7 226:1 268:22 once 15:15 22:23 70:13 165:1 174:24 192:21	197:5 207:6 265:16 once-in-a-lifetime 49:22 ones 86:20 162:3 oneself 152:15 185:19 204:11 one's 60:4,4 one-third 71:9 one-year 22:12 ongoing 38:10 64:3 81:2 239:16 261:11 Onibudo 3:13,14 3:25 4:3,4 6:24 6:25 7:1 8:1 46:4 46:6,7,12,13 51:6 53:25 54:3 54:8,14,25 55:5 61:18 onsite 70:12 Ooh 111:19 Oops 279:4 open 5:25 29:19 61:8 116:16 126:7 287:6 opened 84:24 98:22 openness 21:11 114:21 opera 268:25 operating 69:22 71:7 72:21 operation 72:14 operational 15:17 162:3 169:5,17 182:9 197:13 268:25 operations 133:15 opportunities 28:19 45:7 48:13 76:3 103:5 112:20 115:22 116:23 117:1	124:1,22 126:8 136:17 155:4,4 155:13 176:17 176:25 188:19 194:14 opportunity 23:11 27:13 31:23 36:4 43:17 44:19 54:12,17 100:10 100:19 102:17 102:18 103:9,21 110:22 112:16 116:20 127:21 137:4,10 141:2 152:11 153:14 154:7 157:10,14 157:22 161:24 161:25 164:2 170:14,21 172:25 174:7,25 179:20 180:18 183:18 185:15 200:4 218:21 226:6,15 240:20 260:16 266:11 269:20 272:4 282:2 297:19 oppose 269:6 opposed 6:15 106:18 156:8 185:2 221:7 230:4 250:23 279:14 opposing 178:1,9 opt 152:11,14 154:2 157:16 158:1 161:25 162:17,24 163:2 165:23 170:14 170:16 173:1 178:17 185:15 185:18 201:14 204:10 266:11 opting 168:16	219:10 option 101:16,20 103:24 122:10 132:12 140:13 142:7,11 162:7 178:17 options 76:5 109:16 118:1 135:13 opt-in 156:9 163:25 opt-out 156:8 163:9,24 164:1 169:13,25 187:23 197:23 198:8 199:8 201:8 203:24 204:3 268:23 orally 264:11 orange 85:15 order 3:22 5:18 8:2 22:16 63:3 197:15 199:14 199:24 200:10 201:20 204:12 206:3 211:6 212:23 231:10 231:11 232:13 252:6 257:7 259:3 266:20 268:10 274:22 ordered 29:20 organization 252:4 organizations 99:17 original 174:16 180:16 213:8 230:11,12,14 231:15 266:1 originally 91:19 ought 188:16 outcome 177:24 241:2 267:17
--	--	--	--	---

284:2 286:21 303:13 outcomes 40:4 outdoor 75:14,22 75:24 93:4 outlined 108:1 126:24 130:5 151:3 outreach 7:6 27:17 40:2,6,21 40:24 42:23 43:1 43:12,14,25 44:4 44:10 45:14 110:4 117:22 124:9 149:1 157:8 167:11,15 177:14,18 179:17 236:12 236:16 237:8,11 237:14 238:3,6 240:1 261:24 301:18 outset 118:23 outside 68:15,16 68:19,22 160:4 outsized 28:20 outstanding 298:2 outweigh 24:15 out-migration 67:8,11,13,23 overall 64:15 91:12 130:14,15 172:14 overcrowding 69:24 80:4 88:4 overload 11:13 18:15 overlooked 100:23 103:20,25 overly 223:15 overrepresentat... 140:20 overseeing 241:11 oversight 38:10	99:14 239:20 245:14 246:10 261:17 294:2 overspeaking 165:2 183:25 200:14,22 204:18 205:25 207:12 208:23 208:25 245:25 247:8,16 249:6 250:2 252:9 268:6 Overspeaking-u... 132:22 134:3 Ownership 73:5 <hr/> P <hr/> PA 303:21 page 84:21 137:2 169:7 288:18 pages 20:8 35:25 35:25 84:18 85:7 108:1 121:24 151:3 paid 181:8 Palle 34:15,18 35:3,4 38:16,18 38:22 42:4 pandemic 9:20 10:2,23 16:23 17:5 18:1 20:4 29:18 36:3 49:20 56:24 58:7 63:14 63:22 64:14 80:20 82:2 85:14 299:17 paper 44:25 parent 40:23 42:8 99:15 109:7 118:3 153:22 236:21 238:11 281:17 parents 47:17 104:22 124:10	136:11 157:20 157:20,23 Park 79:8 parla 199:13 parliamentarian 199:13 parliamentary 296:8 parsing 229:3 part 28:11 44:10 63:16 69:24 70:5 70:14 73:9 75:23 80:13 86:17 99:2 108:6 118:21 119:10,10 133:6 151:8 155:8 158:6 160:21 161:11 168:9,23 177:21 186:9 195:20 207:24 213:17 230:19 240:14,14,16 287:13 Partially 77:18 Partially-funded 78:20 PARTICIPANT 54:18 205:24 208:19 217:4 259:6,8 279:7,8 279:9 participate 87:11 155:11 174:8,20 176:22 179:6 participation 8:3 239:13 261:7 particular 47:17 102:23 147:22 214:20 272:19 particularly 45:23 56:3 61:1 135:23 298:23 parties 303:10 partner 10:11	17:14 partners 93:13 partnership 38:13 40:3,8 43:12 44:3,5 93:25 294:25 297:16 parts 14:9 154:25 pass 228:8 passed 231:20 passing 104:9 240:25 passion 121:16,18 122:7,15 194:25 294:21 passionate 44:6 122:22 136:18 194:20 password 250:15 paste 250:3 Pat 25:21 path 111:9 122:1,4 pathway 28:15 53:3 130:5 pathways 120:17 121:4 patients 41:16 Paul 25:10,11 pause 11:10 12:14 12:19 13:5 16:3 18:12 144:2 193:23 254:22 paying 105:9 172:4 payroll 274:24 PD 27:18 peer 122:8 peers 124:16 Pekarsky 2:23 3:9 3:10 6:10 94:10 94:11,14,16,18 94:20 96:17,24 97:1 98:4,6 100:3 102:11 103:13 105:24	106:22 107:4,6 108:22 110:15 110:17 111:11 134:17 136:22 144:8 151:18 178:5,7 179:1 185:5,25 210:13 210:14 230:1 235:3 238:13 262:5 271:2 278:3 279:16 293:6 295:14,20 295:22 296:3,7 296:21,24 pending 47:18 Penn 303:20 people 7:13,15 49:13 90:12,17 91:9 138:13 139:16,19,19 144:20 148:22 172:13 177:15 177:16,19 178:11 195:7 226:11 229:9 243:18 260:6,18 277:9 278:13 percent 22:19,20 23:1,2,3,4,7,8 24:16,18 30:7 36:20 40:21 44:16 66:25 67:2 73:1,17,19 75:2 75:2 108:7 120:18 121:3 130:15 136:12 139:3,6 146:8,18 147:25 148:6 154:16 159:22 186:12 188:6 208:1 213:19 221:22 230:21 percentage 85:17 186:18 208:8
--	---	--	---	--

214:1 219:6 231:2 percentages 85:11 139:1 perfectly 179:16 perform 29:12 performing 124:21 period 50:1 51:14 193:5 permit 36:19 permitting 83:6 83:20 perpetual 32:24 person 10:20,25 17:23 18:3 50:23 54:16 242:23 personal 7:16 33:19 136:4,9 167:15 personally 8:18 perspective 43:8 109:6 148:19 160:16 283:20 perspectives 114:21 phase 36:13 85:24 phasing 38:1 phenomenal 41:11 Philadelphia 303:21 philosophical 136:24 137:24 philosophy 99:25 phone 35:24 93:14 95:22 190:14 250:13 291:6 phonetic 34:10,12 51:7 52:3 phrase 138:11 221:3,6 physics 22:23 pick 211:1 296:22 296:25	picked 176:15 picture 25:5 piece 94:25 98:14 98:21 99:11,21 132:19,24 133:2 133:16 134:15 135:24 152:23 165:24 166:5 168:10 179:2 272:19 pieces 135:20 137:17 222:20 pilot 75:23 piloting 75:13 240:2 261:25 Pimmit 79:22 pink 82:18 pipeline 44:15 45:6 110:6 116:20 118:24 125:17 pitting 105:13 place 28:6,6 36:22 98:25 101:9 113:7 120:6 121:17 122:14 126:2 134:25 135:22 137:4 138:9 143:15 153:16 168:11 181:16 187:22 191:17 192:24 196:1 221:25 226:20 253:21 253:23 263:2,9 274:22 281:5 282:23 298:3,5 placement 52:8 places 113:16 136:14 138:14 placing 43:16 plagued 40:6 Plain 226:7 plan 30:19 37:14	38:10 41:24 42:23 43:2,3,14 44:1 45:14 52:21 62:22 70:16 122:12 153:1 157:8 160:13 183:19 186:21 208:10 214:4 231:5 236:13 238:3 241:1,2,3 274:21 301:12 planned 202:24 203:4 planning 38:3 40:3 64:3,24 66:1 81:2 83:6 83:20 93:15 246:12 262:20 plans 52:20 plateauing 260:15 Platenberg 62:8,9 62:10,11 86:25 88:12 89:6,21 90:21 92:15 94:5 platform 33:18 50:21 play 28:9 191:9 298:4 playing 26:18 28:4 please 3:24 4:19 5:5 7:22 9:11 29:5 31:16 35:10 61:11 95:23 96:4 96:5,14 108:25 110:12 121:21 122:20 126:6 129:18 140:4 145:20 146:14 147:10,17 150:21 151:21 170:8 173:19,24 184:8 187:1,3 190:11 193:8 197:17,19 198:2	200:18 202:7 203:17 207:16 216:10 217:10 218:4 219:24 220:13 226:18 226:24 229:22 230:7 236:25 238:22 240:6 242:11 249:10 249:13 254:11 263:24 265:2 270:22 271:10 272:5,6,14,16,21 277:24 278:5 280:20 293:12 295:9,18 302:10 pleased 93:17 188:21 285:21 pleasure 298:10 pledge 4:1,4 Poe 145:11 point 5:15 11:22 12:13 13:21 18:25 66:16 123:11 132:9,11 133:7 146:10,18 166:25 169:21 172:3 187:14 188:9 197:15 202:15,21 203:12 204:12 206:8 207:23 208:13,21 210:25 211:6,24 212:22,23 215:8 218:3,12 223:23 226:19 231:10 231:11 232:13 233:9 248:12 252:6 255:25 258:7,8 259:3 265:21 266:20 269:2 270:1,15 271:7,9 280:5	295:19 points 26:3 109:2 149:5 233:5 245:8 polarized 125:10 policies 41:9 112:23 300:15 policy 35:20 36:11 36:21 37:15 38:14 104:11 112:11,12 119:4 280:8,15 281:3,5 283:4 285:3,10 285:17,20,22 286:5 287:24 288:15 293:2 300:8,21 political 21:18 49:8 politics 21:14 pool 98:25 131:22 142:15,20 149:13 167:24 168:3,5 177:15 179:11 194:2 219:12 237:3 poor 24:13 Poplar 79:10 population 41:3 124:14 127:19 130:14,16 145:17 186:19 187:17 188:17 208:9 214:2 219:8 223:11 231:3 populations 121:18 236:19 237:7 238:10 portion 95:5 portrait 108:10 151:12 186:15 213:23 230:24 position 25:3
---	---	--	---	--

276:9 positions 40:21 positive 7:4,13 109:1 110:25 139:14 193:20 281:15,24 282:3 284:2 possible 51:21 60:15 63:18 105:17 118:10 147:21 176:9 181:19 208:20 220:14 276:1 posted 128:13 143:24 198:14 199:22,25 200:1 205:15,16,17,22 208:17 216:25 233:18 234:14 248:17 264:9 268:20 296:6 posting 180:11 postpone 276:18 277:3,13,24 postponed 125:7 273:25 posts 233:19,20 potential 7:18 43:7 44:1 63:6 86:15 123:21 125:20 126:9 153:13 159:25 178:20 179:3,5 Potomac 78:7 poverty 24:15 143:9 power 33:10 75:7 132:8,11 133:6 powerful 178:18 178:21 practice 36:23 37:9 195:5 practices 112:23 115:5 183:13	284:25 praise 89:6 181:23 precise 37:20 precisely 165:19 preclude 121:4 Preconstruction 82:10 premature 196:6 prep 105:6 preparation 239:14 261:8 prepare 29:23 118:24 189:5 prepared 282:25 283:11,22 prepares 97:13 107:19 prequalified 104:4 prescribing 195:2 prescriptive 194:15 196:7 197:1 214:16 215:17 237:12 prescriptiveness 215:3 present 38:19 62:24 64:23 87:19 250:24,24 251:7 252:8,17 252:22 253:2,25 254:2 258:23 261:1 272:16 presentation 53:8 62:5 86:10,12,22 87:2,6 92:20 94:6 97:21 106:7 108:3 120:15 132:9,11 151:5 253:7 presented 64:10 64:16 97:4 98:17 107:10 201:17 201:19 204:25 205:1 270:17	272:23 280:15 293:3 presenting 62:16 presents 251:11 preserved 88:23 president 9:13 16:17 34:23 35:14 Presidio 50:10 press 237:8 presses 73:19 pressing 138:24 pretty 175:4 197:8 prevailed 49:19 prevalent 57:21 57:23 prevent 276:2 prevented 141:3 prevention 36:17 37:12 previous 38:20 140:13 162:22 198:22 199:4 203:18 206:22 220:25 221:8 243:3 previously 64:15 71:19 81:1 173:10 174:2 197:20 199:17 218:11 232:22 258:13 pre-Algebra 25:25 pre-allotted 131:4 131:8 pre-apportioned 142:13 pre-K 65:14 pre-school 65:14 65:23 primary 35:1,16 69:13 Prince 274:7 principal 8:16	19:20 20:11 21:4 21:11 101:1 principle 30:24 99:19 prior 84:25,25 85:25 99:3 167:9 204:16 296:17 priorities 165:15 prioritize 61:7 prioritized 23:11 prioritizes 285:3 private 40:14 66:6 160:3 privilege 23:19 24:15 27:9 28:19 50:22 292:8 probabilities 112:6 probability 144:25 probably 175:4 problem 28:11 41:23 48:9 123:6 127:25 138:10 161:8 251:9 253:19 274:18 274:24 282:24 problematic 101:25 257:3 problems 239:1 problem-solving 28:18 108:11 109:13 151:12 154:11 164:8 169:10 171:5 174:12 177:1 180:14 183:15 184:16 186:16 213:23 230:25 procedure 296:9 proceed 13:22 14:18 54:24 230:18 proceeding 303:11	proceedings 113:6 303:6 process 25:13 27:9 27:22,25 44:18 50:8 73:10 87:16 97:18,22 98:2,19 103:25 106:5,8 106:13 107:10 107:24 108:1,5,6 108:13,17 109:3 109:6,17 111:5 113:14 114:14 114:25 116:16 117:4 127:22 128:7 129:11 130:9,17 131:1 143:4,20 148:7 150:5,13 151:1,1 151:3,7,8 155:12 159:14 161:3,12 162:20,24 163:9 166:11,14,18,22 167:5,5,7,8,21 168:24 169:13 173:9 174:9 176:10,23 177:21 179:12 182:19 183:5 186:10,11 187:25,25 191:11 192:21 194:18 195:25 196:9 197:10,23 198:8 201:8 204:3 206:9 207:24,25 213:18,18 226:22 230:20 243:11,16 251:16 256:25 263:5 267:20 268:21,22 284:10 287:12 processes 114:17
--	--	---	---	--

149:1 191:18 242:5 proctor 172:5 180:13 proctored 164:9 164:20 167:25 168:1,14 169:9 170:2 172:12 174:11 180:23 181:2,3 proctoring 160:17 181:6 produce 252:10 produced 63:18 profession 114:3 professional 38:24 41:14 234:4 285:5 professionals 76:2 professions 114:13 professor 48:5 proffered 71:1 proffers 70:7,7,11 70:19 program 8:9 42:10 44:11 62:2 62:17,20,22 63:25 65:17,24 73:15,23 74:8,9 74:23 80:13 82:3 82:10,13,15,17 82:18,20 83:25 84:12 85:6,10,16 85:20 124:11 158:17 245:15 259:11 261:18 274:10,22 276:3 programming 119:5 125:4 187:19 191:2 programs 27:17 40:11 43:6 44:4 44:14 65:15	69:18 72:9 73:22 74:11,14,20 76:21 85:3 119:1 119:21 124:3 136:6 progress 41:11 53:3,20 75:8 102:24 138:18 239:21 240:12 241:4,6 254:12 254:23 256:22 260:10,12 261:19 298:20 project 37:16 71:14,24 82:22 82:25 83:1,4,5,8 83:14,19 84:4,8 84:18,19 85:23 85:24 projected 81:20 projection 63:17 projections 159:5 projects 52:12 63:8,11 64:7 69:18,19 70:20 77:12,19,24 78:4 78:10,20 79:4,16 79:19,21 82:16 83:10 promise 105:3 292:11 promote 93:3,25 101:18 prone 281:13 proper 153:25 properly 232:19 232:21 Properties 71:16 property 70:15 prophases 26:23 proportion 223:11 proportional 186:19 187:16 206:10 208:8	213:9 214:1 220:4 221:1,8,12 231:3 proportionate 189:23 190:5 proposal 22:6 27:3 28:23 98:19 100:2,10 101:8 101:12 102:23 113:11 118:22 140:15 proposals 118:8 255:19 propose 171:1 239:24 256:23 257:7 261:22 proposed 31:8 36:11 47:22 49:5 64:6 92:5 103:23 proposing 41:21 proprietary 130:11,24 protect 11:17 18:20 protected 11:20 18:23 protecting 11:24 19:2 41:12 protocol 37:19 proud 59:16,24 60:7 74:12 75:5 286:4,11 prove 40:13 provide 15:15 28:18 43:17 72:4 84:18 89:11 97:8 107:14 138:14 152:10 159:3 162:8 170:13 172:25 176:25 185:15 239:7 250:21,23 252:10,12,21 253:2 258:22	266:10 296:9 298:25 provided 40:11 62:14 64:16 71:6 71:22 76:7 77:2 86:4 88:19 115:17 200:3 205:18 218:12 285:19 287:20 296:13 Providence 88:3 88:21 providers 15:8 285:23 provides 45:6 47:12 48:12 providing 35:21 41:15 43:22 76:9 105:2 110:21 127:21 161:2,23 161:25 176:19 177:3 187:18 251:10 281:24 282:2 294:2 provision 253:8 proxy 27:9 pro-equity 23:5 prudence 10:17 17:20 prudent 11:18 18:21 PSAT 158:4 PTA 34:24 35:15 public 5:24 6:1 8:8 8:22 12:16 13:3 14:20 35:22 38:6 52:5 53:1 73:6 74:9 75:6 77:1 86:14 104:11 108:8 128:15,18 130:10 132:20 136:8 139:4 143:22 151:9 180:9 186:13	208:2 213:20 228:18 230:22 233:15 234:13 248:20 251:6,8 251:12,18,23 252:5,12 253:4 253:20 254:3,24 257:18 258:23 261:1 275:8 296:14 298:7,12 299:12 publicly 130:25 134:22 226:5 250:24 public's 8:23 pull 235:23 249:20 250:4 263:12 295:23 pulled 283:2 Pulley 65:20 pulling 89:4 179:18 272:9 pulse 277:21 278:14 purchase 75:7 purple 81:23 purportedly 105:6 purpose 124:18 194:24 214:20 216:18 224:17 pursue 20:2 76:4 push 33:18 pushed 26:10 pushing 35:19 pushy 26:11 put 20:13,16 30:4 52:13 55:8 92:18 105:16 108:20 123:16 133:24 134:18 162:1 171:23 173:20 177:21 182:11 191:17 192:21 222:4 226:20
---	--	---	--	---

232:18,21 275:22 277:6,16 284:10 puts 155:2 putting 52:15 98:25 188:3 192:23 196:1 226:25 248:12 253:20 290:24 292:22 puzzled 222:25 227:19 pyramid 81:9,11 218:20 pyramids 81:8 p.m 298:18	190:17 192:7,9 192:11,14 197:15,18 198:4 200:13,21 201:15,24 202:9 202:20 203:10 203:15 245:24 257:6 263:20,23 264:2,7 266:23 267:11,13 268:8 268:9 271:13 questions 39:18 87:5 134:7 136:24 137:6,24 149:18 166:1 224:20 266:5 quick 15:22 37:8 89:13 120:11 177:11 209:21 292:8,10 quickly 128:12 146:3 178:8,23 209:20 275:20 quite 88:6 215:24 249:16 quorum 210:22 Quoting 44:17	208:17 288:11 raising 302:11 range 73:16 ranked 24:4 ransomware 30:3 rate 45:3 rates 11:21 18:24 22:3 30:8 239:10 241:3 261:4 ratio 66:13,15,22 66:24 rationing 41:6 reach 3:16 188:8 294:6 reached 44:1 58:22 121:12 126:4 reaching 244:7 255:11 reaction 37:13 read 26:16 28:12 43:1 48:8 83:21 118:6 121:23 128:16 131:11 131:12,13,16 132:12,18 174:2 184:11 203:18 204:16,24 205:7 205:13,18,19 207:3,14,19 208:21,22 210:25 213:12 213:13,15 216:20 217:11 221:1 225:8,9 230:15 254:24 254:25,25 269:19 readdress 268:2 reader 127:16 readers 161:11 168:22 reading 35:24 129:20 131:19	131:20,21 236:7 reads 220:24 ready 52:9 94:19 100:25 118:25 139:23,25 140:25 249:23 283:11 284:10 299:15 real 25:4 26:25 41:23 275:12,22 277:9 286:9 realistic 190:1 realistically 187:12 realities 137:11,14 realize 13:10 56:16 114:6 realizing 202:3 really 31:24 48:18 53:14,15 54:19 56:22 57:13 62:19,20,22 72:6 73:14 86:8 89:9 92:15 98:21 119:3 121:19,24 126:16 127:7,21 128:11 129:12 148:13,21,24 155:23 157:20 158:10 159:23 166:15 171:20 172:15 175:19 179:3 182:14,21 183:19 187:23 195:6 197:12 203:6 215:20 221:6 222:6,8 224:13 225:23 226:18 227:25 273:24,25 275:16,22 281:5 281:18 284:4 286:8,10 290:9 291:7,7 298:22	real-world 175:25 reason 22:5 43:25 112:8 150:1 174:17 212:12 218:14 261:4 reasons 91:4 140:16 148:17 178:10,13 212:7 215:4 239:10 275:7 recall 64:17 182:4 204:23 receive 102:25 153:23 received 14:3 47:3 76:25 89:7 228:2 238:24 279:24 301:14 receiving 14:7 157:21 recess 13:2 15:3 209:8,13,19 recessed 14:7 reciting 4:1 recognize 36:14 36:25 134:23 212:21 213:1 263:24 264:3 recognized 102:21 135:8 193:9 249:14 264:23 recognizes 24:3,14 recognizing 156:17 recommendations 31:10 71:17 129:3,7 262:22 302:1 recommended 240:3 262:1 reconsider 265:11 265:14 270:10 270:12,16 reconsidering
<hr/> Q <hr/>				
qualifications 222:19 qualified 23:15 26:25 105:1 110:19 qualify 153:12 168:12 qualities 219:7 quality 41:16 97:8 107:14 Quander 65:21 Quandy 65:20 quantitative 135:16 quarter 30:1,9 quasi 135:19 question 14:21 15:14 20:21 87:24 88:13 120:11 121:7 130:22 133:22 142:25 149:12 149:21 158:25 165:4,13,14 170:21 182:5 189:17,25	<hr/> R <hr/>			
	race 44:24 race-neutral 97:23 100:11 106:9 108:14 racial 39:9,21 45:4 97:23,25 101:6 106:10 108:15 racism 33:2,3 119:17,22 138:15 radically 21:1 raise 96:15 207:16 213:2 229:22 277:24 302:10 raised 93:13 206:4			

271:8 reconstruct 257:5 record 6:18 22:10 235:10 290:16 recorded 265:9 recording 1:12 302:25 303:5,7 recruit 45:22 recruitment 110:4 177:18 rectify 258:18 reduce 58:24 74:24,25 101:3 reduced 274:13 reducing 47:25 164:3 reduction 38:1,9 refer 64:19 reference 86:6 248:24 referring 167:4 199:6 203:20 refers 67:5 refine 226:21 reflect 25:23 30:13 202:23 216:6 217:13 231:4 232:12 283:5 reflected 204:17 209:11 211:23 212:7,11 214:9 216:13 218:8 273:1 278:24 reflecting 56:1 reflection 274:2,3 reflective 143:6 188:16 211:12 211:16 219:4 234:11 reflects 186:20 208:9 214:2 218:21 286:5 refrain 8:17 reframe 58:8	refresh 200:9,19 200:20 201:2 regarding 8:13 87:25 95:7 99:24 133:2 141:6 173:22 198:8 199:5 215:7,21 236:1 247:13 258:21 293:25 regardless 171:25 188:1 region 45:11 80:7 81:4,5 84:11,15 84:23 88:24 125:19 131:5,16 131:16,20,20 132:4,4,12,13,13 142:12 144:22 186:23 208:12 214:6 218:19 231:7 regional 47:8 80:21,22 110:13 120:17 121:4 130:4 142:21 regions 84:9 102:22 region-by 142:12 region-by-region 129:19 131:4,7 regressing 260:14 regular 1:12 3:21 regularly-sched... 276:19 regulations 70:14 reinstate 49:10 reinstated 262:22 reiterate 93:16 121:10 141:24 reject 22:5 31:6 39:21 rejoice 37:12 relate 221:7 related 63:23	70:20 71:16 127:3 300:10 303:10 relationship 294:22 relationships 7:13 287:4 288:19 relax 60:24 relieved 36:22 relocation 78:7 rely 154:12 remain 32:12 50:16 127:19 137:6 146:16 172:25 remained 241:15 remaining 71:13 83:13 142:4,15 142:21 remains 9:21 16:24 81:16 173:5,14 remarkably 124:15 remarks 8:4 32:3 241:21 remediation 239:12 261:6 remedied 13:6 remedy 12:20 197:6 remember 21:20 29:10 98:16 104:14 156:18 182:24 remind 31:15 33:16 49:12,17 275:19 reminds 138:11 197:2 removal 102:2 remove 171:4 184:15 297:5 removed 141:10	211:17 removing 141:13 141:14 rename 50:7 renaming 40:19 renew 293:18 295:6 renewals 71:6 renovation 76:5 78:20 79:4 81:18 81:21 83:2 84:6 84:25,25 85:17 renovations 63:6 64:9 69:20 71:11 80:12 rep 51:5,6 repair 73:5,13 repeat 126:25 202:10 repeatedly 30:10 repeating 184:7 repel 104:17 replace 23:13 replacement 52:6 71:24 72:1 73:18 73:24 74:1 replaces 231:21,22 reply 28:25 report 20:16,19 48:25 52:24 64:17,21 73:4,6 76:6 89:12 113:6 197:22 200:6 201:7 204:2 239:7,14 240:15 250:22 251:7,10 251:11 252:12 252:17,21,22 254:1 255:7,10 255:15,17,21 261:1,8 300:3,5 301:8,14,21,22 reported 114:18 114:25	reporting 38:6 reports 12:11 13:17 118:7 228:7 239:21 245:14 261:19 represent 112:4 representation 22:25 113:20 127:7 128:9 143:8 145:7,9 189:23,24 190:6 194:10 206:10 213:9 217:15,24 220:4,25 221:17 222:13 223:6,8,9 223:10,12 224:7 229:19 232:25 234:23 representative 3:25 44:20 46:5 53:25 57:4,11 287:19 291:4 representatives 56:13 287:16 represented 116:14 143:10 representing 9:15 16:18 25:20 represents 140:21 Republic 4:6 repurposing 79:21 88:9,14,15 request 250:17 266:24 296:16 requested 8:4 52:21 70:10 300:16 require 20:20 22:16 101:16,21 150:19 152:5 159:11 162:4 163:1,6 170:10 185:11 205:2 required 48:23,25
---	--	---	---	--

124:13 142:12 requirement 28:25 76:12,13 77:3 167:1 168:4 168:15 171:5 184:15 requirements 6:1 47:10 62:25 63:4 71:25 72:2 152:10 156:4 158:5 164:19 185:14 205:6 requires 255:9,20 requiring 64:4 163:16 170:1 266:7,8 274:14 requisites 164:12 research 22:7 26:16 28:12 35:25 40:13 73:3 109:4 113:9 121:23 researching 112:22 reservation 143:13 reserve 101:22 reserves 274:11,13 reside 68:3,15,19 68:22 resist 265:1 resolution 96:8 resolutions 8:11 resolve 42:24 resolved 137:7 resource 41:7 43:10 45:17 65:23 124:5 resources 38:4 43:10 45:7,18 48:13 53:12 75:21 105:16 114:9 118:11 187:18 268:25	respect 8:21 117:22 228:4 269:20 respond 15:14 36:7 170:20 182:2 202:19 221:14 236:3 responded 20:21 responds 285:11 response 2:14,24 3:7,12 4:20 34:11,13,16,19 47:3 80:1 95:13 95:18 106:25 133:21,21 147:6 171:10 185:1 192:15,16 193:14 210:10 210:20 244:25 252:1 responses 181:1 181:16 responsibilities 275:13 294:1 responsibility 123:15 182:17 responsible 131:24 137:15 responsive 10:8 17:11 224:15 281:20 rest 59:12 61:13 131:11 243:12 300:22 restraint 35:20 37:6 38:2 280:7 280:8,14 281:13 293:2 restraints 38:7 restrictions 275:23 result 27:1 47:17 47:21 70:11 71:21 242:1	resulted 40:4 resulting 75:9 results 226:21 retaking 271:8 retention 22:18,19 return 11:2,8 18:5 18:11 45:20 50:19 64:3 75:12 81:2 185:9 209:15 298:19 299:2 returned 192:2 210:21 return-to-school's 11:10 18:13 revenue 272:25 278:24 review 23:14 24:1 38:11 86:21 92:18 107:9 108:1,4,6 113:11 114:25 115:5 128:16 129:19 130:25 131:4 144:3 150:5,13 151:3,8 159:17 170:5 186:10,21 191:16,18 206:9 207:24 208:10 213:17 214:3 230:20 231:4 263:5,17,21 272:17 273:2 275:10 278:25 296:12 301:21 reviewed 66:9 142:22 149:23 211:14 296:15 300:19 301:6 reviewing 76:7 215:12 reviews 63:1 revise 97:17 106:4 107:23 150:25	252:13 revised 91:14 104:8 212:4 232:16 revision 256:25 revisions 288:14 revote 268:13 269:12 revoting 269:25 269:25 270:7,17 re-call 266:17 re-evaluate 56:25 re-login 174:25 re-presented 264:14 re-read 106:1 170:8 202:11 re-send 61:11 re-sent 208:24 re-start 35:10 re-take 265:20 re-taught 37:5 re-writing 220:18 rich 33:9 Richmond 113:7 rid 129:10 131:6 174:13 Ridge 79:10 right 24:24,25 46:21 49:10 56:17 57:15 84:21 90:8 93:21 126:12 135:1 136:9 137:2 152:4 156:5 157:11 158:13 158:18 159:10 160:12 164:23 166:17,19 181:21 186:7 187:11 196:15 209:13 212:5,14 213:3,6,11 215:24 216:12	217:5 231:16,19 232:6 236:7 239:6 246:3 249:7 250:6 253:1,6 256:18 269:24 270:2 281:6,7 287:21 289:23 291:2 296:18,21 rightfully 56:20 rigor 26:9,22 ringing 28:24 41:25 45:24 115:2 126:13 129:16 137:20 144:9 169:11 181:22 rise 3:24 42:23 risk 290:15 risks 72:22 Road 65:20,21 roadmap 62:23,23 Robert 53:8 Robert's 296:9 robust 39:24 191:1 273:14 275:25 rock 51:21 Rocky 80:16 role 117:18 137:3 137:12 roll 3:23 roll-out 38:9 room 160:23 247:18,20 rooms 64:5 Ross 36:12 roster 168:11 round 226:8,9 Route 79:17 routine 69:23 RPR 1:23 303:3 303:18 rules 105:9,14
---	--	---	---	---

296:8,9 run 15:23 32:1 51:20 72:20 79:10,12 80:16 284:6 running 162:19	241:18,20 259:19,22 260:4 260:5,8 262:4 271:1 276:16,17 277:11,12 278:1 278:17,20 279:19,21,24 284:16,18 286:1 293:9 295:15 Sangster 79:11 Saratoga 79:11 sat 121:14,25 satisfied 192:15 241:5 255:13 satisfy 268:10 saw 22:11 88:5 136:16 139:22 288:14 saying 14:4,13 55:14 56:2,7 57:9 131:7 137:23 153:5 156:2 158:8 160:11 162:11 162:25 166:23 167:1,16 168:10 175:6 187:11 199:20 201:6,10 220:3 221:15 222:15 223:6 225:1 226:14 253:3 256:4 257:22 302:22 says 9:24 17:2 132:10 198:6 240:17 250:20 251:20 255:17 scaffolding 187:20 scale 114:11 219:11 scenarios 162:1 scenes 21:7 schedule 83:14,16 83:16,19	scheduled 8:8 86:13,14,16 297:3 scheduling 154:12 scholars 124:3 school 1:3,20 2:2 3:22 5:21 7:16 8:6,15,16 10:14 17:17 19:19,20 19:24 20:1,11,12 20:20 21:4,5,10 21:15 22:3,13,14 22:16,24 23:2,4 23:7,11,23 24:8 24:9,11,16 25:6 25:14 26:5,12,18 27:10 29:9,22 30:6,16 33:15,24 34:6,7 35:18 37:11,22 38:18 39:5,19 40:20 41:18 42:20 44:7 45:6 46:25 47:9 48:11 49:15 50:5 50:19 52:7,10,14 52:21 53:16,17 56:19 58:15,19 58:20 59:7,22 60:2 61:4,5 63:8 63:15,20 64:2,3 64:23 65:3,4,6,7 65:18,19,21 66:6 67:2,3,8,17,18 68:3,4,5,6,7,11 68:13,15,19,24 68:25 69:7,8 70:23 71:7,8 73:9,13 75:15,16 75:17,18,18 76:9 77:15,16,21,22 78:2,9,14,15,16 78:17,18,19,23 79:2,7,14,18,21 80:6,9,16 81:2,6	81:7,10,12,13,24 81:25 82:2,5,7 82:19,23 83:1,17 83:21,23,24 84:2 84:3,11,13,14,22 84:24 85:2,7,8,8 85:10,12,18,19 85:20 86:15 88:3 88:18 90:24 92:1 94:9 97:4,7,18 104:25 105:17 105:19 107:10 107:13,24 108:8 109:9,12 110:1 110:23 111:1 112:18 115:15 116:24,25 118:11 120:19 122:4,5 124:18 125:19 127:5 130:2,8,13 131:19,19 132:6 137:15 139:2 141:11,13 143:3 145:5 147:21,22 148:11,20,23 149:14,24 150:1 150:7,10,12 151:2,10 152:8 153:16 154:18 155:11 156:4 158:8 164:10 166:2 170:2,12 171:7 172:7 175:23 176:22 178:19 179:11 181:6 184:17,20 184:22 185:12 186:13,22 187:16 188:1,15 189:2 194:3,6,6 195:4 200:7 201:11 204:3,5 205:4 208:2	213:20 214:5,17 214:19 215:17 217:16,24 218:19 220:5 223:9,11 224:7 229:19 230:22 231:6 232:25 234:23 236:14 238:4 239:11 261:5 266:10 272:24 274:17 278:23 280:13 281:11 293:1,17 294:2,17 295:5 297:12 298:1,19 299:3,9 301:11 301:20 303:8 schools 7:9 10:23 11:25 18:1 19:2 23:24 29:19,21 33:6 36:18 41:7 41:10 42:12 45:10 50:7 52:3 52:5,9,14,23 53:7,11,13 57:24 70:4,21 71:10 74:10,17,17,18 74:19 75:6 78:13 78:13,19,22 79:1 79:6,6,12,13,25 79:25 81:9,20 82:11 84:5 102:22 103:19 104:2,6 109:11 110:7,11,21 113:8,19,23 114:5,13,16,24 115:4,20 116:13 116:22 117:2 119:8 123:25 124:2,6,24 131:10 139:5,23 141:3 142:3,6 148:2,8 149:2,22
---	--	--	--	--

158:5 160:3,4 161:14 162:5 167:10 172:2 175:10 176:7 181:4 191:3 194:11 201:12 214:22 226:16 237:6 268:23 286:12 298:7,12 298:21 299:12 school's 81:17 83:15 school-age 124:16 school-based 8:14 74:15 167:19 school-by-school 133:3 168:25 school-sponsored 116:24 science 22:4 24:11 25:17 47:9 94:9 97:7,13,19 107:13,25 109:9 109:22 117:1 123:24 scope 286:15 300:17 Scott 20:20 48:22 293:18 scratching 216:16 screen 174:21 187:23 200:10 242:14 250:5 253:17 296:19 297:1,6 screeener 201:9 204:7 screeners 158:12 159:12,17 screening 162:19 219:10 screens 59:13 60:25 script 207:8,10	209:10 211:18 236:10 249:11 scripts 209:2 scroll 211:5 249:10 search 7:23 season 61:5,15 64:19 86:18 seating 75:20 102:5 seats 83:24,25 101:22 113:23 115:14 142:15 144:23,24 148:4 195:3 seclusion 35:21 36:13,19,20 38:2 38:7 280:8,14 281:9 282:20 283:12 286:12 293:2 second 6:7 12:10 13:22 41:5 52:15 59:6 81:12 83:3 84:7 96:11 98:4 98:5 108:21 110:16 132:24 133:2 139:21 152:18 154:5 170:6 171:8,12 178:25 186:24 188:13,22 193:10,13 202:14 217:3,19 219:21 232:17 233:2 236:22,23 237:18 239:3 240:4,16 241:19 266:21 267:12 268:12,14,15 273:4,5 277:13 280:17,18 282:14 293:22 seconded 140:12	183:7 201:19 203:21 211:22 266:25 267:2,5 seconded 259:25 seconding 171:17 seconds 182:1 216:3 292:12 second-grader 179:9 secret 131:14 secretary 20:12 21:4 section 5:18 45:13 80:22 81:4 84:9 security 161:7,7 169:1 see 3:8 5:4 6:7 27:8 59:15 61:11 62:18 87:3 93:1 93:17 96:12 111:21 128:1,8 138:25 143:25 157:12 161:21 178:20 179:25 189:1 191:19 196:1 197:5,12 200:17,24 203:9 220:8 226:21 227:8,25 235:17 245:1,9,17 249:21 254:23 259:15 272:12 284:3,14 286:20 292:5 299:16,24 seeing 6:16 105:25 135:25 171:11 193:15 228:12 238:1 244:19 248:18 seek 97:24 104:16 108:14 117:19 152:25 seeking 100:19 119:15 300:11	seemingly 22:2 seen 127:16 143:16 195:5 sees 43:11 117:5 153:22 select 113:17,18 selected 127:8 selection 37:19 100:11 143:4 selective 193:25 194:18 257:10 selects 100:24 self-fulfilling 26:23 self-reflective 39:17 semester 59:6 semesters 283:8 semifinalists 159:13 send 92:7 149:3 208:20 216:22 250:24 sending 157:9 229:7 sends 140:24 188:16 284:7 sense 40:22 45:20 92:1 275:1 sent 19:19 48:7 53:15 153:1 204:20,21 216:13 249:11 250:11 300:20 sentence 246:7 250:20 SEPTA 38:12 285:16 287:10 289:9 290:23 September 52:12 84:1 89:20 90:9 90:18 91:15,17 91:20 serious 103:3	126:23 274:25 seriously 30:15 serve 58:15 101:23 257:19 287:16 294:21 298:11 serves 62:23 service 159:3 services 47:12 66:7 114:9 274:9 274:20 281:1 286:7 303:20 session 22:1 47:15 64:24 86:12 96:10 123:10 227:2 228:20 251:25 265:11 272:23 273:14 274:6 291:1 300:16 301:20 sessions 89:15 127:3 218:18 234:1 set 22:9 28:2 40:21 52:14,16 63:17 88:2 105:15 130:13 173:17 191:20 196:6,7 227:18 240:11 283:21 294:11 Sethi 13:8 50:12 sets 189:8,18 220:18 setting 37:20 130:11 220:3 227:23 252:18 set-up 218:24 seven 45:9 230:3,3 235:18 279:13 303:20 shaky 49:24 shame 146:10 shameful 127:4,8 share 35:22 89:23 120:24 126:22
--	---	--	--	---

130:3,10,18 167:19 169:2 211:19,20 223:19 254:11 257:25 277:2 292:14 shared 100:15 101:11 111:4 127:2,13 128:19 136:4,7 141:11 166:6 198:15 211:13,25 212:10 218:22 288:10 291:18 sharing 35:4 268:11 sheet 28:17 99:9 108:10 151:12 152:6 154:10 177:2 183:14 186:16 198:6 208:5 213:23 sheets 230:24 shift 37:2 shoes 117:21 short 55:18 103:17 190:10 shortcut 267:20 shorten 220:11 shortened 262:24 shorter 253:10 shortly 216:13 short-range 62:22 shot 26:25 158:1 188:1 shout 302:12 shout-out 281:19 291:3 show 10:23 18:1 25:4 81:23 82:1 82:21 83:14 84:14 129:4 167:25 168:1 179:4 250:6	showed 20:8 showing 43:20 168:15 249:8,8 250:5 shown 7:15 66:20 67:13,14,14 69:2 69:2,3,4 83:13 200:8 shows 80:17 81:10 81:13 82:24 83:3 83:7,16 84:8 85:5,19,24 Shughart 20:18 160:6 shut 31:16 shy 195:18 siblings 136:14 sic 116:23 217:20 230:15 236:20 side 81:10 88:6 269:1 sides 104:22 sign 153:6 signal 194:16 signed 9:3 52:13 significant 75:4 145:18 196:9 significantly 145:11 215:3 silence 4:2,11,12 silent 165:1 silver 77:20,22 93:7 Silverbrook 80:16 similar 58:2 218:24 simple 20:19 153:4 178:16 226:7 simply 104:10,25 105:9 123:11 164:16 219:3 269:15 sincere 54:13	sincerity 19:17 single 19:15 23:21 30:12 60:7 110:7 170:2 171:6 179:9 181:3 184:17 195:3 227:1 228:22 254:17 296:11 siphoned 276:3 SIS 185:11 199:10 205:3 266:8 sit 164:7 168:13 site 63:6 77:15,21 sites 37:22 65:22 281:9 sitting 226:8 257:4 situation 12:20 49:23 175:25 275:1 six 19:12 20:7 66:18 230:3 235:3,3 sixth 125:12 size 57:20 115:11 187:16 249:5 Sizemore 2:10,11 6:11 96:18 106:21 117:13 120:8,10 121:5 151:18 185:5,25 207:21 209:15 210:17,18 211:2 212:21 213:1,5,6 213:14 214:10 214:12 220:16 220:22,23 221:11 222:6 223:20 224:18 224:21 225:17 225:19 226:2,13 230:9 235:9 238:15 262:6,11 262:13 271:6 279:16 280:6,9	280:20,22 288:3 292:7,10,13,14 293:7,23 295:11 skill 37:4 44:12 283:21 skills 36:16 97:11 107:17 skimming 23:20 skin 32:18 skip 302:8 skipped 94:25 slapping 39:4 sleep 59:12 slide 62:18 63:12 64:13 66:8 67:4 68:1 69:11 72:3 74:6 76:11 77:11 78:3,10 79:3,15 79:24 80:11,17 84:7,16 86:8 92:19 slip 140:5 slot 131:8 slots 131:5 132:13 142:4,13 slowed 11:23 19:1 small 50:15 59:19 124:14 148:13 148:14 Smith 12:23,25 13:7,11,21 14:8 14:10,11 15:2,5 15:7 62:12 120:22,24 129:24 130:3,6 130:23 132:3,8 133:13,18 134:24 135:2 141:24 142:19 149:20 150:6,14 159:1 160:25 161:18,19 164:22 166:8,10 166:16 167:4	168:17,19 182:1 183:8,10 190:13 191:8,23 192:9 192:19,20 195:20 196:13 Smith's 192:15,16 smoothly 51:20 snapshot 22:12 snickers 287:3 social 20:24 32:11 32:13 48:4 64:4 socially 44:8 societal 137:11 society's 32:11 socioeconomic 101:7 solar 52:9,11,13 52:15 53:7 75:7 75:9 solicit 156:20 solid 35:20 solution 39:4 42:19 97:4 125:14,23 155:8 solutions 39:23 41:21 254:21 257:2 solve 50:18 169:8 solved 28:1 128:3 solving 161:8 someplace 177:22 177:23 somewhat 143:13 son 139:18 soon 36:23 92:9 276:1 sooner 282:20 284:4 sorry 5:6 6:17 35:3 46:19 54:4 84:9 94:14,18 102:3 108:20 111:1 123:4 135:2,6 142:11
--	--	---	--	---

147:8,12,24 150:20 155:18 155:22 156:24 169:20 181:10 200:24 206:17 216:4 230:12 233:2,4 235:23 236:9 239:4 242:13 244:20 252:14 259:22 261:12,13 263:19 276:8,22 278:7 290:13 295:23,24,25 296:19,24 sort 41:6 214:18 soul 20:25 sound 4:15,17,25 13:5,18 14:5,9 14:23 15:20 46:23 180:25 sounding 290:15 source 33:19 83:9 sources 69:12,13 84:20 113:4 south 57:21 145:5 145:7 space 56:24 173:2 211:5 spaces 75:24 93:5 spaces.hightail.c... 1:17 speak 31:23 43:19 55:15,22 91:24 98:7 100:5 102:14,14 106:10 108:23 110:16 111:13 147:9,13 152:20 154:4,19 156:15 171:18 172:18 173:18 174:14 175:1 187:3 188:12 218:4	219:20,24 224:2 227:12 232:15 233:7,23 234:3 236:25 237:18 240:6 241:19 244:24 245:4 249:15 268:16 273:8,12,19,22 280:21 282:13 speaker 9:8 13:22 16:1,12,13,14 19:9 21:23 25:9 29:3 31:15,20 34:9,14,17,20 35:5 38:15,20 42:5 46:1 144:17 150:17 174:24 193:16 207:21 209:16 211:2 216:2 speakers 8:3,10,17 8:25 9:1,6 31:15 105:25 134:2 173:17 178:25 188:24 218:3 220:8 237:25 242:24 243:3 244:20 284:15 292:5 speaker's 29:1 42:1 speaking 9:13 16:16 46:9 112:22 154:23 173:19 193:22 213:7 217:21 268:19 speaks 68:1 73:11 98:11 special 34:23 35:14 36:6 65:13 66:6 124:12 143:10 280:25 281:2 282:6	286:7 287:19 292:18,21 298:3 specific 37:14,18 37:25 97:25 106:10 108:15 173:21 214:19 specifically 161:7 specifics 130:19 speech 15:15 spend 40:9 69:17 274:19 spent 40:2,19 109:8,10 112:21 177:12 spirit 136:21 190:8,21 240:8 245:6 spoke 32:3 134:14 163:22 180:15 182:18 184:10 243:13 278:12 spoken 101:24 122:3 182:20 189:15 sports 50:13 spot 239:4 spouse 16:6 spread 11:14,23 18:16 19:1 spring 189:20,21 189:21 Springs 79:9 sprint 116:17 square 53:5 75:3 Srilekha 34:15,17 35:3 38:16,22 42:4 stacks 28:23 staff 11:6,11 18:9 18:14 19:21 36:15 37:11,24 38:3 52:19 64:22 110:8 120:12 148:22 153:8	159:8 160:10,23 161:15 172:5 176:7 180:22 181:8,17 182:13 194:17 215:7,20 224:11,24 225:6 225:7 226:12 228:3 237:8,15 281:7 282:2,4 283:4,10,21 288:6 289:14 291:15 297:17 297:25 299:13 staffing 159:4 162:18 163:13 172:4 staff's 10:20 17:23 stake 246:16 stakeholder 246:17 248:7 300:13 stakeholders 47:16 239:18 245:19 246:8,20 261:15 297:21 Stamera 34:10,12 stand 12:1 19:3 21:18 31:12 159:4 163:5 standardized 47:13 135:18 standards 33:7 39:7 42:13 108:9 151:11 186:14 208:4 213:21 230:23 stands 4:6 23:9 213:3 stars 51:21 start 15:25 37:21 46:8 50:13 55:13 63:15 64:2 81:1 111:16 119:3 134:16 155:11	191:12 214:24 237:21 started 29:23 35:6 40:14 49:20,23 95:25 starting 23:19 111:20 116:21 146:10 221:22 state 21:7 30:17 31:10 48:24,25 73:10 89:19 91:22,23 124:13 stated 20:17 38:5 48:21 100:18 123:9 140:17 291:14 statement 48:18 49:9 98:9 175:13 259:25 278:18 statements 8:7 206:11 293:25 states 4:5 29:11 39:12 48:9 104:6 127:10 142:9 statewide 24:10 static 86:7 stating 251:23 status 52:18,24 83:4 84:4,8 301:25 302:1 statutes 126:1 stay 7:16 176:5 steer 43:9 STEM 24:12 32:6 32:7,9 43:5,5,10 44:6,10 45:16,17 97:8 107:14 109:20 121:19 122:7,16 124:1 137:5 159:24 194:21 214:17 215:17 239:12 261:6 STEM's 44:12
--	--	--	--	---

step 39:10 60:25 100:16 101:18 102:7 125:24 143:21 160:23 167:23 223:22 228:24 229:6 286:13 292:19 steps 56:21 102:17 215:15 stewards 77:1 stewardship 74:7 74:8,11,13 stop 9:19 16:22 21:17,18 171:12 226:16,25 stopped 37:5 141:2 213:13 store 43:22,23 stories 35:23 284:22 288:10 291:18 story 26:18 straight 22:10 strategic 87:19 274:10,12 strategies 10:1 17:4 27:11,13 stream 4:16,18,25 12:18 13:4,12 14:5,20,23 15:2 streaming 16:7 streams 73:21 87:25 Street 303:21 strength 110:6 stress 56:4 58:24 74:3 stretch 160:5 strike 19:21,23,23 strive 109:24 243:9 290:3 strong 171:22 257:25 275:3,23 284:7 286:10	stronger 288:18 strongly 27:2 29:16 37:13 282:10 structural 72:12 struggle 285:1 struggles 49:18 50:16 56:19 60:13 stuck 50:8 student 3:24 7:22 8:19 19:16 21:5 24:5,6,25 26:25 28:17 30:6,8 44:22 46:5 50:14 50:25 51:2,5,6,8 51:10 53:25 56:4 56:12 57:4,10,18 58:24 63:2 66:17 97:9 99:9,14 100:13 103:10 105:4,18 107:15 108:10 110:24 114:18,19 118:3 122:5 125:20 127:11,19 130:14,15 149:13 150:4,9 151:12 152:6 154:10 174:9,11 177:1 183:13 186:15 208:5 213:22 219:8 230:24 236:19 238:9 239:20 245:13 246:10 261:16 students 8:14 10:19 17:22 20:5 20:14 21:19 23:16 24:10,12 26:19 28:3 29:25 31:1 33:24 39:1 40:1 43:9 45:1,2	45:15,22 47:12 47:24,25 55:23 58:4,22,25 59:9 60:2 61:1 65:2,2 65:3,5,7,8,10,16 66:2,4,14 67:6 67:16,17,18,21 67:22,22,24,24 68:2,10,12,14,18 68:22 69:5,6,7,8 84:2,3 90:6,7,24 91:1,5 97:12 99:7 100:12,20 100:24 101:3,19 101:24 102:19 102:20 103:19 103:25 104:5,22 105:1 107:18 109:13,18,20 110:3,20 111:8 112:7,16 114:20 115:23 117:20 118:12,13,24 119:24 122:9 123:21 124:20 124:23 126:8 131:1,11 132:5 134:25 136:11 136:19 142:22 143:8 145:13,16 148:9,24 149:3 149:23 150:7 152:8 153:5,11 153:24 157:12 158:14 159:12 159:16,21 160:1 161:4 162:9,17 162:20 164:17 165:21 166:12 166:18 167:3,7 167:11,14 168:23 170:12 171:24 172:3,6 172:11 174:8,20	178:20 183:15 185:13 186:22 187:15,21 189:5 190:3 194:20 204:4,8,9 205:5 208:11 214:5 231:6 236:14,20 238:4,10 239:10 243:15 260:17 261:4 266:10 281:7,25 282:10 283:23 285:1,7 285:14 292:21 297:17 298:1 299:2 student-driven 74:10,13 student-led 52:3 74:19 studies 48:3 53:13 studio 4:14,19,22 study 24:22 48:6,8 52:21 113:24 114:8,12,13 stuff 56:15 92:16 154:13 165:16 subjectivity 28:14 submit 50:3 subscriptions 301:17 subsequent 86:19 86:20 104:8 subsequently 70:16 substantial 197:9 substantive 216:18 substitute 299:5 succeed 104:10 105:8 282:1 succeeded 127:10 succeeding 25:7 success 28:3 152:24 237:10	291:9 301:15 successes 60:12 successful 127:5 288:15 successfully 104:5 143:17 succinct 220:14 suggest 26:6 216:5 suggested 190:2 suggestion 268:22 suggestions 245:13 246:24 sum 118:18 summaries 80:21 summary 80:22 81:5 summer 21:3 30:3 super 220:14 291:6 SUPERINTEN... 62:3 142:17 192:4,8 257:13 257:15,20 290:6 297:9 superintendent 9:24 10:7,12 17:2,10,15 29:15 30:25 48:22 51:17 62:7 96:8 97:5,17 106:4 107:11,23 115:17 118:22 128:20 131:2,15 132:2 142:8 150:25 169:14 170:1 173:8 195:10 197:22 200:6 201:7 204:2 223:3 224:11 226:5,20 239:7,23 240:3 240:19 250:21 254:25 255:10 255:16 260:25
---	---	---	--	--

261:21 262:1 274:4,17,21 275:23 293:19 294:3,10 295:7 297:5 superintendent's 97:21 106:7 108:2,4 151:4,6 supervision 298:25 supervisors 70:2 70:24 94:1 super-brief 260:3 super-super 140:2 supine 37:6 281:13 supply 41:3 support 27:2 30:21 43:5 55:10 62:14 72:13 75:22 88:11 99:18 101:12 111:7 112:25 114:8 118:12,18 125:6,25 135:10 140:14,15 145:21 146:21 146:22 154:15 155:23 156:20 158:23 163:15 169:24 171:22 172:13,23 173:4 173:13 174:15 174:17 177:8 178:22 182:12 189:9,16 193:22 195:6,7 220:6,20 226:25 242:9,11 243:1 257:22 258:3 260:7 269:3,3,15 272:10 273:17 275:9 281:16 285:4 296:23	298:19 supported 181:15 supporting 103:6 113:10 118:14 122:11 126:14 144:2 175:3 176:10 178:9 179:23 182:11 215:9 228:13 292:2 supportive 76:20 100:9 229:5 supports 43:12 74:10 187:20 sure 4:14 13:14 51:20 60:23 73:21 88:23 99:12,19 103:9 110:17 111:25 113:3 127:18 133:8 135:6 136:18 142:1 146:16,24 159:23 162:22 173:19 182:6 189:3,6 191:6 192:9 199:14 203:9 211:11 219:13 221:15 228:17 236:7 240:10 241:11 256:3,7 269:20 269:21,24 275:8 surf 164:5 surprised 88:10 survey 236:20,21 238:10,11 sustainability 52:19 switch 111:17 Synthetic 71:17 system 9:23 11:13 14:13 17:1 18:15 23:14 34:7 37:24	56:20 57:24 72:10,25 126:10 127:5 132:6,7 140:21 172:10 178:19 294:17 294:23 systemic 72:5 123:18 125:1,17 126:15 137:12 systems 15:16 30:2 72:13,19 73:14 274:18 system-wide 281:11 <hr/> T T 151:1 table 81:5,7,10 83:22 85:5,9,24 171:4 173:21 199:18 206:7 207:20,22 210:24 212:18 218:2 231:14 232:18,21 241:5 257:2 263:12 277:6,16 tables 75:20 85:18 tackle 228:11 take 4:10 12:3,13 12:19 15:9 19:5 26:1 37:17 54:12 56:21 59:8 60:24 61:3,6 62:10 67:1 95:24 102:17 112:19 123:14 140:11 153:15 154:9 157:15 159:6 161:16,24 163:5 164:20 165:17 167:25 168:1 178:5,24 180:3 202:20 215:13	215:14 263:2,9 270:12 271:10 272:3 takeaway 133:16 133:20 taken 3:23 95:3 155:6 197:8 202:10 209:6 242:2 303:11 takes 11:17 18:19 167:22 talent 119:25 122:6 137:5 159:24 214:22 219:1 talented 104:4 194:5 219:7,12 talk 63:12 66:11 69:11 76:23 78:11 79:24 129:25 149:22 155:20 188:18 276:12 talked 40:23 73:20 84:16 89:14,24 92:24 119:2 125:2 126:4 168:20 218:20 233:25 237:2 245:7,11 268:21 talking 56:12 57:7 103:16 139:3 146:17 154:7,23 155:3 162:23 173:7 174:18 177:13 195:25 228:18 229:7 243:23 244:8 250:9 257:11 talks 62:19 66:8 67:4 72:4 74:6 76:11 77:11 78:3 79:3,15 80:11 86:8 241:25	target 20:13 108:16 targets 38:9 98:1 106:11 TAS 39:10,10,14 task 41:13,15 71:18 108:6 taught 25:16 32:7 37:24 taxpayer 275:21 teacher 19:18 26:1 26:11 27:18 109:9 129:2,6 262:21 299:6 302:16 teachers 26:4 32:1 60:10 75:22 109:12 124:6 178:19 262:25 283:15 299:1 teacher's 26:12 teaching 27:4 72:16 299:1 team 10:7 17:10 36:2 58:16 62:9 76:1 87:17 89:8 90:1 195:10 274:4 290:2,10 291:25 293:14 teams 167:19 teamwork 114:20 tears 292:17,22 tech 24:11 technical 190:15 technology 22:4 47:9 97:7,14,19 107:13,20,25 television 14:25 tell 34:4 125:15 131:17 157:9 181:9,21 253:21 telling 19:20 139:3 tells 132:17 139:4 temporarily 36:18
---	---	---	---	--

temporary 75:14 75:20 82:9,12 85:21	thank 2:6,12,20 3:10,19 4:9,13 5:1,3,14 6:6,13 6:20,22 7:1,25 8:1 12:6,21 13:9 13:20 15:17 16:9 19:8,9 21:22,23 25:9,11 29:2,7 31:13,14,18,19 31:22 35:1,2,9 35:17,17,21,23 36:2 38:15,18 42:1,3,4 45:25 46:2,12,22 49:14 50:11 51:13,18 52:10 53:18,22 54:9,25 55:7,7 55:11,11,12 60:10 61:16,18 61:20 62:3,11 86:23,24 87:1,8 87:14,23 88:12 88:19 89:1 91:5 92:10,14,14 93:23 94:2,3,4 94:25 95:1,14 96:12,13,22 100:3 102:10,11 102:13,15 103:12,13 105:23,24 107:5 107:6 108:25 109:3 110:14 111:3,10,11 115:24 117:12 117:15 120:3,4 120:10 121:5,11 122:18,19,25 123:2 126:3,18 126:22 129:23 133:23 134:6,8 134:12 138:4 140:7,8 141:22 144:8,14,15,19	145:24,25 146:6 147:3,4,7 149:6 149:16 150:15 150:16 151:21 152:17,19,22 154:3,17,21 155:14 158:18 158:20 161:18 161:21 163:19 163:21 166:7 170:18,19 172:16,19 173:16 176:12 177:9 178:3,4,7 178:15,23 180:6 181:24 182:6 183:22 184:1,18 184:23,24 186:25 188:11 188:23 189:1,11 189:12,14 191:22 192:4 193:7,11,18 195:14,16 196:20,21,21,23 200:11 203:8,16 204:13 209:17 210:16,18 212:24 216:1 217:5,10,18,20 218:6 219:18,19 219:23 220:7,21 223:18 224:18 225:17 226:14 227:8 228:14,15 229:16 230:10 231:23 232:1 233:5,6 234:17 235:9 236:24 237:17,24 240:5 241:16,17,20 242:12,21 243:3 244:2,3,5,6,17 244:18 247:7	248:1,9 258:1,5 259:9,9,15 260:22,23 262:13 263:13 264:24 265:3 266:4 268:8,8,18 269:8,9 270:14 270:22 271:3,21 272:1,7,18 273:6 273:10,18 276:13,15 277:11 278:16 279:23 280:2,9 280:19 282:8,11 282:12 284:12 284:13,18 285:24,25 286:21,23 287:19,23,25 288:2,2,6,9,21 288:23 290:6,8 290:10,11,17,18 291:5,10 292:3 292:19,21,24 293:12,13,23 297:6,9,11 298:7 298:12 299:25 300:1,6,24,25 301:4 302:2,3,23	thanked 21:11 thanking 134:17 289:14 thankless 287:17 thanks 35:12 38:12 103:15 134:12 156:16 156:17 158:22 177:11 229:15 282:15 290:23 291:8,17,24 Thanksgiving 229:8 290:25 291:2 theft 30:5	Thelma 46:25 thing 24:25 49:12 90:16 131:24 139:21 160:10 162:6,16 181:11 227:1 229:11 236:8 250:6 287:1 things 32:2 49:23 55:24 56:25 58:9 59:4,19 92:24 100:1 119:4,11 121:9 126:25 128:4,20 136:8 138:12 139:15 141:15 143:24 144:3,4 153:20 161:23 163:11 176:5 180:11 187:6,12 191:9 197:5,11 223:13 240:25 243:17 245:7 269:1 286:4 291:16,23 299:21 think 12:7 33:8 37:16 56:18 59:16,25 62:5 73:11 86:25 91:6 92:15 98:15 99:22 102:23 109:17 111:23 116:6 117:20 118:10 122:3,10 127:4 133:13,19 135:3,3 138:1,7 139:2,19 142:24 143:23 146:9 154:6,24 156:2 160:4 161:2 162:22 163:6,10 163:11,11 165:25 169:7 170:21 171:21
--	--	--	---	--	---

171:23 172:8 173:10,14 176:14 177:24 178:13,21 179:2 179:13 182:17 183:19 188:20 194:12 195:4,12 195:19,20 196:6 196:12,25 197:2 199:3,18 201:16 206:23 209:7 214:15,23 215:8 215:10,24 220:2 222:23 224:2 225:5,12 227:1 227:10,24 228:1 228:6 229:10 237:19,22 242:15,22 243:5 244:9 245:6 246:13,22 247:9 252:11,20 253:1 253:13 254:15 255:1,13 256:5 256:14 260:6 262:16 269:1 273:15,16 275:13 276:5,10 277:9 278:12 281:6,14,23 286:13 287:9,23 292:20 thinking 109:5 160:21 218:19 246:18,19 255:5 264:8 thinks 60:3 third 43:16 83:7 189:21 259:4 third-party 285:23 Tholen 2:13 3:6 3:11,17 5:4,9,12 5:13 6:17,20	96:19 106:19 107:7,9 108:23 108:25 134:17 136:22 144:10 147:4,8,12,15,18 149:7 151:19 185:4 186:1 193:11,17 195:15,16 196:24 210:15 210:16 230:6 235:6 238:14 242:25 243:1 262:5,20 270:25 279:4 290:12,15 293:7 295:12 Thomas 25:10,11 25:12 40:8 94:8 97:6,18 106:5 107:12,24 110:22 thought 5:8 26:6 57:12 88:10 112:10 121:25 133:18 163:18 164:24 173:6 199:2 215:23 246:15 268:19 276:24 thoughtful 37:1 109:17 121:13 229:13 285:18 thoughtfully 110:1 121:22 thoughtfulness 233:11 thoughts 111:4 thousands 50:2,14 three 8:5 9:5 22:11 27:11 36:18 46:22 66:8 78:13 188:5 189:19,24 190:23 214:10	221:24 230:2 259:13 278:3 281:10 286:12 three-year 195:11 threshold 99:8 153:12 thresholds 11:2 18:5 thrilled 281:22 282:5 thrive 103:20 109:19 120:1 thriving 25:7 thrown 49:22 ticket 33:11 tie 196:16 tied 81:5 Tignor 57:4 till 203:2 time 6:23 12:4,6 19:6,8 22:24 28:2,9,14 29:1 30:18 35:10 36:15 37:25 42:1 53:18 56:24 59:1 59:12,13,17 60:24 61:3 63:9 66:16 70:9 87:13 93:5,20 109:9 112:21 119:3 125:15 128:23 130:20 133:25 138:10 152:2 161:13,17 163:16 171:2 175:14 181:13 186:5 187:2 190:10 191:15 191:16,20 192:18 193:3,5 194:4,4 202:25 216:7 224:22 226:17 227:6 229:21 236:2	248:19 251:1 262:11,24 275:15 276:12 277:25 278:15 280:4 282:24 289:5 293:15,24 294:18 295:2,10 297:4 300:2 302:11,16 timeline 11:10 18:13 37:20 195:11 timely 203:6 times 47:3 117:16 244:8 262:17 time-sensitive 90:16 tips 57:10 tired 276:25 tireless 60:15 tirelessly 276:7 Title 99:15 101:13 titled 1:19 2:1 73:4 303:7 TJ 19:16,19,25 20:13 21:2 22:1 22:14,25 23:25 23:25 25:17 27:1 27:4,10,13,21 30:19 32:3 33:7 33:14 39:1 40:3 40:20,23 41:5 42:8 43:1,4,11 44:2,5,16,17 45:12 47:1,5,7 47:22 48:5 49:5 97:13 98:3 99:16 100:12,25 101:1 101:4,15,23 102:6 103:20 104:24 106:5 107:19 108:18 109:5,7,19 110:6 110:25 112:7,20	115:23 116:10 116:12,14 117:4 117:5,6,7,17 118:7,13,17,25 119:20 121:16 122:8,14 123:9,9 123:19 124:17 125:3,12 126:7 127:3,7 130:16 136:5 137:3 138:17 139:8,24 140:23 141:4,7 141:12 143:6 145:1,22 148:24 150:25 151:2 152:16 153:25 155:10 157:22 158:7 164:5 166:19 167:12 167:20,20 177:5 178:20 185:20 188:16 204:10 204:11 222:18 226:22 228:20 228:22 237:16 238:6,10 239:8 239:18 243:11 243:16 256:25 261:2,14 TJHHST 236:20 TJHSST 236:15 236:16 TJ's 25:13 27:25 39:6 194:24 214:17 Toby 287:20 today 7:24 29:14 51:15 55:16 58:5 86:9 103:7 105:12 128:4 144:24 155:20 189:19 227:23 242:23 280:12 298:14,16
---	---	---	--	--

told 19:14 131:15 227:21 275:2 Tomorrow 299:4 Tompkins 31:21 31:22 ton 26:16 tonight 9:3,17 16:20 19:25 21:16 35:1,16 96:3 104:9 111:7 112:14 115:13 116:3,8 117:3 118:9 119:15 121:1,9 122:3,12 125:25 131:23 169:8 180:10 182:18 194:12 195:13 207:1 214:24 233:17 240:9 241:21 242:2 276:8,13 292:22 tonight's 125:7 tools 239:24 240:2 256:24 257:8,12 261:22,25 tooshes 287:3 top 23:19 104:6 151:8 186:11 207:25 213:19 230:21 topic 117:17 topics 117:18 275:15 286:15 torn 128:5 144:13 total 65:1 66:1,11 68:9,11 76:11,13 77:3 148:3 160:1 totally 38:24 94:24 159:7 162:2 totals 68:21 touched 179:2 town 20:21 track 209:3	tracks 63:10 tract 113:20 traffic 20:9 tragedy 33:23 training 36:16 109:12 283:15 trainings 37:22 transcription 1:11 303:5 Transcriptionist 1:23 303:4 TRANSCRIPTI... 303:1 transfer 66:14 68:17,20,21,24 69:4,5,25 70:1 71:3,7,22 274:15 transferred 69:3 70:22 275:20 transferring 68:10 68:12,13 transfers 68:2,2,8 69:1,9,10,21 71:15 transformed 87:15 transition 37:1 118:15 transmission 13:18 transparency 42:16 128:18 132:19 242:11 transparent 38:6 87:21 209:12 transport 162:15 transportation 62:8 154:13 162:8 171:24 176:4 trauma-informed 283:19 285:8 Tree 79:11 tremendous 7:19	trends 10:22 17:25 64:17,21 tried 23:12 27:10 135:22 trigger 254:14 255:1 trouble 116:2 248:14 troubled 39:3 273:24 troubleshoot 15:3 troubleshooting 13:16 true 51:21 125:1 141:1 227:20 303:4 truly 10:21 17:24 103:3,8 121:17 124:12 125:4 297:24 trust 37:10 49:2 77:2 truth 26:3 227:21 try 61:11 74:5 91:4 95:22 103:17 111:15 131:2 155:7 257:9 277:18 trying 61:2 123:4 129:13 133:1 134:21 136:20 138:17,18,22 141:23 150:3 156:19 162:17 195:20 200:25 222:9,21 223:13 223:16 228:1 233:16 234:9 235:23 236:9 240:9 245:23 246:5 248:23 249:15 253:10 257:4,19 294:17 295:23 296:3	301:3 Turf 71:17 turn 62:5 140:11 178:6,24 242:22 288:17 turning 262:14 TV 14:14 Twain 79:13 twice 33:5 232:8 Twitter 104:20 two 22:22 50:7 57:5,6 76:19 79:6 86:18 93:17 161:23 162:1 230:2 258:21 263:6 273:14 274:6 286:4,6 two-minute 141:21 two-part 31:7 240:13 two-thirds 71:13 two-way 10:10 17:12 two-year 76:24 77:8 type 82:25 103:4 167:15 243:5,7 244:10 types 195:23 Typically 251:24 Tysons 79:20	297:13 unanimously 29:17 266:7,13 269:6 unavailable 85:13 unclear 156:7 163:12 uncomfortable 144:7 215:18 unconsciously 140:6 underdeveloped 45:18 undergone 81:17 underprivileged 43:24 50:3 underrepresented 27:7 43:7,18 45:8 48:14 139:17 145:12 236:19 237:5,6 238:9 underserved 45:8 48:14 understand 98:9 98:22 99:13 109:1 124:10 139:9 146:6,8 153:8,23 159:10 162:10 190:9 198:3 205:23 206:2 214:21 218:14 222:10 222:21 224:16 224:25 229:2 233:16 244:12 245:23 246:6 250:8 253:12,13 256:11,13 260:9 264:12 283:23 291:21,21 understanding 135:11 144:21 150:4 153:10
---	--	--	--	--

157:21 173:12 180:12 283:3 understands 39:14 understatement 74:22 understood 163:23 166:17 212:8 226:10 257:20 275:9 undertake 242:4 unfamiliar 153:7 unfavorable 29:24 unforgiving 59:2 unfortunately 57:17 250:10 unfunded 76:17 76:23 77:7,24 79:3,18 83:5 unfunding 76:23 unhappy 180:10 unidentified 123:22 126:9 uniformly 124:4 unintelligible 28:24 30:2,18,19 30:23 31:7,10,11 39:9,24 41:22,25 45:24 48:10,12 52:6 91:21 92:21 93:4 95:21 129:18 164:25 165:2 169:18,19 170:17 183:6,25 184:9 191:23,25 196:13 200:15 204:18 205:25 207:12 208:23 213:10 217:8 245:25 247:8,16 249:6 250:2 252:9 268:6 270:6 298:23 union 9:14,21	10:18 16:18,24 17:21 79:10 unions 32:1 unique 63:19 82:1 298:2 United 4:5 29:11 39:12 104:6 127:9 universal 158:12 201:9 204:7 universally 143:5 universities 114:2 114:7 127:9,17 127:20 unnecessary 168:10 181:13 unprecedented 59:6 upcoming 110:5 195:22 300:14 update 237:23 280:8 301:2 updated 82:8 91:16 92:7 264:19 updates 52:11 upend 21:1 upgrade 71:24 Upper 80:5,6 upset 128:11 urban 114:1,7 urge 21:17 29:16 39:17 49:11 146:14,21 177:6 242:8 urgency 282:22 urging 260:18 usage 53:4 use 20:1 36:13 37:15 38:2 50:4 50:21 56:23 58:7 64:4 70:10 87:21 87:22 93:8 97:23 105:17 106:9	108:13 278:11 useful 72:20 73:2 usual 103:2 140:6 usually 32:6 utilization 64:1 84:12 85:5,7,11 85:16 utilize 129:6 284:25 utilized 10:2 17:5 utilizing 97:19 106:5 107:25 124:7 UVA 54:15 <hr/> V <hr/> vaccinated 12:5 19:7 vaccination 10:17 11:7,12 18:10 vaccine 11:19 12:3 17:20 18:14,22 19:5 vague 222:8 223:14,16 Valley 78:15 value 36:14,25 73:18 valued 74:1 117:8 values 165:15 241:25 variety 97:10 100:14 107:16 various 105:21 vein 116:9 venture 165:18 verbatim 216:20 Vernon 80:15 112:5 144:21 version 28:16 202:4 253:10 versus 39:22 130:4 149:25 163:24 194:6 269:18	vet 144:4 vetted 195:8 227:2 vice 97:3 107:2 300:17 victims 32:24 video 9:5 46:8,11 46:15,20 53:24 89:5 111:18 121:1 view 75:18 80:15 114:25 249:12 viral 11:14 18:16 Virginia 5:19 21:9 23:24 29:12,20 41:4 47:11 48:24 79:12,23 92:2 124:19 virtual 1:12 11:5 18:8 50:20 63:14 64:2 81:1 virtually 241:14 299:2 virtue 275:13,14 visit 7:22 visiting 51:14,16 visual 124:21 vitriol 104:19 VMDO 53:9 voice 12:24 13:1 16:4,7 54:10,22 55:3 95:20 107:2 107:5 171:14 208:24 231:9,10 231:11,13,19,21 231:25 232:2,7,9 232:13 242:19 242:20 252:6 289:10 voices 208:25 247:18,19 288:11 volume 286:14 voluntary 70:8 vote 6:18 25:1	29:17 107:3 131:23 144:18 149:19 150:18 169:23 177:6 179:22 182:25 183:2,9 184:4 185:9 197:25 199:1 201:10 202:10 203:3 204:25 205:7 206:5 207:2 227:14 228:16 229:16 230:16 232:4,7,9,11 234:20,21 235:10 238:2 259:16,24 260:24 264:10 264:14,21 265:4 265:17,20,22,25 266:18,18 267:17,21 269:5 269:6 270:11,12 270:16 271:8,15 271:25 272:9 277:21 278:19 278:21 290:13 292:6 295:3 297:2,14 voted 107:4 159:14 167:6 197:20,24 198:8 198:24 199:2,16 201:17 202:2,5 202:11 203:18 205:13,21 206:24 207:3 230:14 231:18 232:3 235:15 264:6,8,18 265:7 266:6,17 278:13 voters 83:12 votes 24:19 104:10 104:12 125:7
---	--	---	---	--

243:12 269:22 voting 180:7 222:10 224:22 232:4,8,23 233:15 265:9 270:9 273:16 vulnerable 282:1 285:6	194:21 195:24 196:4,17,18 199:13 200:17 201:2,25 202:1,6 211:9,20 212:19 218:10 219:12 222:3,4,25 226:6 226:15 227:20 229:9 232:15 236:6 237:21 238:25 240:23 244:6,23 245:3 247:12 251:5,7 253:4 254:16 257:17 258:7 271:14 273:22 276:5 277:6,9 278:10,11 286:3 287:7,18 288:2,5 288:9,17 289:8 289:13,14 291:12,19 292:18 297:11 298:14 299:7,10 wanted 53:2 88:23 89:17 98:14 99:12,19 113:3 116:5 119:14 144:20 147:15 147:19 149:4 180:6 183:10 203:8 228:17 233:12 234:7 254:18 258:12 263:22 269:19 271:15 275:8 281:18 284:3 286:25 290:16 292:14 302:15 wanting 136:18 147:9 277:23 wants 134:24 175:15 251:4 265:9 268:2	299:5 Waples 79:11 Washington 78:15 wasn't 59:21 84:12 130:22 143:20 180:21 182:21 198:23 198:24 203:4 258:15 waste 301:13 wasted 30:18 181:10 watch 122:13 watching 234:13 water 295:21 wavered 294:21 way 24:14 42:12 42:24 58:8 89:11 105:23 117:24 125:11 126:10 129:14 131:12 135:17 138:22 142:1 144:11 153:25 154:8 158:3,10 159:10 176:7 179:7,18 188:20 212:7 215:25 218:17 218:24 226:24 233:21 248:21 250:10 251:1 255:20,23 256:16 278:13 281:23 283:16 286:18,19 299:17 ways 58:7,23,25 59:5 119:22 124:8 125:21 255:8 wealth 86:5 wealthy 105:6 wearing 55:3 website 164:5	weeds 169:5 week 11:5 18:8 22:1 34:6 50:13 56:9 117:17 157:1 244:9 300:7 weekend 290:25 weeks 10:10 17:13 56:1,10 98:13 154:24 week's 22:1 weigh 225:25 277:2 welcome 50:10 92:12 157:16 297:19 well-intentioned 234:6 well-spent 40:12 well-thought-th... 37:15 went 25:13 148:6 253:17 296:19 301:23 West 78:7 Western 78:1 we'll 5:15 15:3 34:14 35:7 87:4 89:25 92:7 95:23 103:15 110:8 122:12 160:12 168:12 171:12 177:24 180:3 298:16 299:4 we're 12:10 13:2,5 13:7 35:6 56:15 56:17,21 57:14 58:8 59:18 60:5 60:5,6 61:3 74:12 76:7,8 86:9 91:4 92:6 95:2 96:2 100:12 116:2 117:9 120:13,25 128:4	128:11 129:25 131:2,9 132:1,10 132:14 134:24 134:25 135:3,4 135:11,20 138:13 139:3 142:10 146:10 150:2,6 153:4 157:8 159:15,20 159:25 160:2,11 164:2,17,19 166:25 168:7 169:6,8 173:2,19 175:22,22 177:18 180:13 181:5 189:6 192:23 195:22 195:25 196:15 197:11 201:10 207:18 208:15 212:16,18 215:11 217:21 219:9 221:21,22 222:10,12 223:1 223:2 226:8 230:17 231:23 234:15 235:20 243:21,21 249:15 253:3 254:17 255:11 256:22,22 257:3 257:12,12,19 263:2 269:25 275:1 276:8,11 284:10 296:1 298:15,18 we've 36:8 51:11 53:11 56:19 57:1 60:14 72:7 73:20 74:4 76:7 77:1 89:24 98:12 100:25 115:10 129:2 135:15 154:22 155:2
---	---	--	--	---

159:11 167:9,10 167:10 177:12 191:17 192:21 194:12,23 197:8 211:14 214:23 219:2 221:15 226:18 228:23 240:9 242:2 275:2 298:20,20 300:9 white 44:25 47:22 253:17 Whitman 144:25 145:2,4 wide 97:10 100:14 107:16 widely 11:19 18:22 wildlife 74:18 William 274:7 willing 287:7 willingness 242:3 288:7 Willow 79:9 win 24:10 window 43:22 winning 33:12 Winstead 53:8 winter 299:13 wiser 32:15 wish 32:21 118:21 225:13,13 270:11 299:10 302:20 wishes 267:20 wishing 111:13 154:18 273:19 withdraw 182:23 withdrawing 182:25 wonder 162:6 wonderful 51:22 58:15 59:4,4 94:5 112:20	188:20 299:13 299:23 wondering 162:14 Woods 52:7 78:25 80:15 Woodson 51:15 57:23 Woo-hoo 54:18 word 30:12 250:23 252:19 254:13 258:22 wording 229:3 words 32:14 55:9 61:22 139:11 289:20 297:13 work 7:11 9:19 10:20 16:22 17:23 22:1 23:18 25:18 38:14 47:15 51:9,25 52:8 58:19 60:16 64:23 70:5 74:4 74:16 83:18 86:12 89:9,15 92:17 93:10 97:15 101:17 102:1,6,24 103:4 104:7 107:21 110:9 112:9 116:19 117:6 118:17 119:9,13 119:16,20 121:20 123:5,10 127:3 128:17 134:18 137:8 138:2 143:16 144:11 153:8 161:10,13,14 163:15 187:12 187:18 196:16 214:24 218:17 226:19 227:2 228:19 234:1 243:25 248:16	251:24 272:23 273:14 274:5 281:22 282:16 283:25 285:7 286:14,22 287:2 287:18 288:7 291:1,15 295:17 297:20 298:4,8 298:25 300:16 301:20 worked 21:7 54:15 224:10 256:5 276:7 282:8 286:7 292:17 working 9:22 10:4 13:8,13,19 14:14 15:16 16:4,7,25 17:7 50:6 51:1 51:19 57:1 111:16,24 116:15 120:25 139:20 143:20 167:18 192:24 192:25 196:2 197:12 224:3 279:11 281:2,4 281:10 285:1 289:19 290:19 290:22 291:23 291:25 297:20 298:18 300:9 301:17 workload 56:4 57:8 58:24 262:25 works 87:17 world 32:22 59:20 worn 55:6 worries 156:25 worry 135:21 worst 30:25 worth 34:7 127:13 worthy 26:9 44:10 wouldn't 20:19	133:9 162:7 184:6 263:1 wrap 55:19 223:16 wrapping 55:24 wrenching 284:22 writing 264:9 written 47:2 170:6 184:6 208:22 227:4 253:8 wrong 24:23 46:19 103:23 159:9 wrote 21:10 26:2 184:10 www.youtube.c... 1:17 <hr/> X <hr/> X 113:21 <hr/> Y <hr/> yeah 12:24 61:12 88:12 91:20 98:8 111:25 129:23 154:6 156:16 161:21 164:23 165:8 170:9 182:3 183:2,24 204:15 209:1 212:2 214:12 224:1 227:17 237:19 242:19 254:9 256:12 279:7,8 282:15 286:3 296:7 year 10:14 17:17 22:20 24:8 25:22 30:7 47:8 49:16 51:3,9,11,24 57:5 58:19 59:7 59:23 60:3 61:16 64:2,6 65:3,4 67:2,3,17,18 69:7,8 70:25 71:18 81:6,16,17	81:24,25 82:2,5 82:7,19 83:17,18 83:24 84:2,3,13 84:24,25 85:7,8 85:8,10,12,20 86:1 91:2 92:3 111:9 119:12 129:8 145:3,23 152:14 153:10 160:12,14 166:20 185:18 188:4,7,8 190:4 190:7,24 191:14 193:6 194:1,3,4 194:7,7 196:1,10 204:5 254:17 255:4 262:25 263:2,3,8,9 273:1 281:12 283:10 286:15 294:13,15 299:14,15,24 301:7,10,23 yearning 59:14 years 11:16 18:19 22:11 28:5 50:8 51:12 57:2,2,5,6 63:20 66:18 76:19 87:16 92:25 110:5 117:21 123:10 125:13 128:3 135:22 138:17 189:19,24 190:2 190:23,25 196:8 196:18 221:24 241:14 243:9 289:3 292:17 year's 52:20 86:23 yellow 66:22 67:15 69:5 yield 45:19 young 7:5,13,15 54:16 124:3
--	--	---	---	---

yous 290:17	221:22	19103 303:21	273:1 278:25	294:11
you-all 22:11	1.9 77:4	1990 25:16	294:11 299:6,25	31 24:16
<hr/> Z <hr/>	1:00 298:18	<hr/> 2 <hr/>	301:23 303:15	314 76:15
zealotry 34:1	10 23:4 69:22	2 11:1 16:7 18:4	2022 204:5 262:23	32 23:1
zero 52:22 53:10	92:19 108:2	73:16 113:11	2022-2026 64:7	33 23:3
53:13 76:4	151:3 208:24	120:14 129:14	2024 44:21	335 77:5
103:18 145:15	275:20	132:12 142:7	2025 53:4	356 65:16
Zia 31:20	10th 22:22	148:6	2026 152:13	392 65:8
ZIP 113:24 188:19	10-minute 209:8	2,000 159:19	170:16,16	<hr/> 4 <hr/>
zoning 64:25	209:19	160:7,13,15	185:17	4 42:10 45:13
70:14,17	10:36 208:24	2.02 5:16	2027 186:11 188:4	73:16
Zoom 50:21	10:50 209:5	2.2-3712(D) 5:19	206:9 207:25	4th 86:16 190:6
<hr/> \$ <hr/>	100 136:12 154:15	2.7 69:23	213:8,18 214:15	4,000 160:1,11
\$14 275:5	11 6:13 23:7 108:2	20 204:5	217:16,25 224:8	4,953 67:17
\$180 69:16	151:3 272:10	20-plus 241:13	225:3 229:20	4.01 95:2
\$200 74:2	11th 22:23	2001 43:1,25	230:20 233:1	4/30/2023 303:18
\$38 74:25	11:00 209:17	2007 22:13	234:24	4:30 128:12
\$4 274:19	298:17	2011 85:7	2029 83:24	143:25 233:18
\$658,852 71:2	11:15 225:23	2012 42:12,15	21 85:10,12	234:16 248:17
\$678,000 40:19	226:23	73:11 85:8	21st 303:14	40 36:20
\$9.6 276:10	11:42 253:22	2013 24:9 71:18	215/207-9460	456 145:2
<hr/> 0 <hr/>	11:45 257:4	2014 71:21	303:22	46 23:8
004 73:19	119 74:18	2016 22:15	215/207-9461	463 303:18
<hr/> 1 <hr/>	12 24:9 108:2	2019 82:2 85:8,20	303:22	476 145:2
1 11:1 18:4 27:18	144:23 151:4	2019-2020 65:3	217 65:7	48 57:5
79:17 90:15	294:4	67:2,17 69:7	22 23:2 281:12	<hr/> 5 <hr/>
99:15 101:13	12th 67:23,24	81:25 82:6,19	22nd 123:16	5 30:7 145:13,16
145:1,2 272:10	12-17-2020.mp4	84:2	245:12	172:3 274:13
1,000 159:12	1:20 2:2 303:8	2020 1:13 3:20	23 281:12	5th 51:14 86:13
1,725 67:16	12:30 302:8,19	5:23 24:10 57:15	24 45:9	190:4 301:19
1,962 69:6	13.1 70:2 71:23	63:20 82:2 83:24	27 75:3	5,000 160:6
1.1 76:14	136 74:16	85:9,10,12,21	<hr/> 3 <hr/>	50 40:21
1.5 77:6 108:6	15 79:5 292:12,17	228:10 299:9,16	3 44:9 45:11 80:8	53 24:17 74:17
120:18 121:3	1500 301:17	301:8	197:21 198:6	55 148:3
130:14 131:18	1635 303:21	2020-2021 65:4	201:6 203:21	558 84:2
135:24 139:3,6	165 66:3	67:3,18 69:9	3,000 159:15	56 74:19
140:18 142:20	17 1:13 5:22	81:6,25 82:7	3.03 62:2	<hr/> 6 <hr/>
146:8,17 147:20	274:13	84:3	3.5 152:9 185:13	6 44:9 80:8
147:25 148:12	17th 3:20 86:10	2021 7:2 52:1	205:5	6th 47:7
151:8 159:22	90:14	53:21 56:11	30 73:1 75:2,2	6,678 67:16
188:6 194:23	17,423 69:8	57:16 61:15	180:11	640 84:1
	180,151 65:3	63:20 98:3	30th 89:20 90:9,19	66 22:19
	189,010 65:2	106:14 108:18	91:15,17,20,22	
	19,385 69:6			

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